## PERSONAL

Here are two questions. First of all, can you recognize a good teacher when you see one? Secondly, are you a good classroom teacher yourself? If your answer to the second question is "No" then go directly to Jail (which is possibly the safest place since the locals have probably been trying to run you out of town for the last few years), do not pass GO, do not collect £200. If, however, you have answered both questions in the affirmative you might be very pleased about the Burnham salary proposals currently being discussed by local authorities.

Few teachers seem to have seen the discussion paper produced by the Burnham Management Panel, which is a great pity as it is called *Letting You Know*. I sympathize with the dissemination problem. It would have been much more effective to whisper the proposals to one or two hand-picked moles and swear them to secrecy, that way everyone would have known about them within a week.

The logic of the proposals is very persuasive and the intentions laudable, but I fear that their implementation could split some staffrooms asunder. What is being suggested makes good sense. Teachers would begin their career on what is called the *Entry Grade*, normally three years in length, supported by an experienced colleague to be called a "mentor", or perhaps a "tormentor" if things go badly.

On successful completion of the three year probationary period teachers would then move in to the *Main Professional Grade*, probably a 10 increment scale running to a maximum beyond the top of the present scale 2 salary point. So far so good: a more carefully thought out induction period, and a higher ceiling for those teachers stuck on scale 1, many of them very competent women working in primary schools whose careers were interrupted to enable them to raise their family. On top of the basic scale of the Main Professional Grade there are to be extra allowances for additional responsibilities, a return to the system that obtained several years ago, and not especially controversial.

What is, I think, much more explosive than has been realized so far, is the question of merit payments. There are to be two kinds of recognition of classroom merit being proposed. The first is accelerated promotion, that is the possibility of outstanding teachers jumping up the Main Professional Grade at a faster rate than their colleagues. The second is super merit awards for people already at the top of the scale. These would be recommended after what is called "the annual development discussion" in each school, and the l.e.a. would have to ensure parity between schools.

Now here is the problem. Rewarding good classroom teachers, especially as the teaching force ages and there are, in a contracting system, fewer extrinsic rewards around for a profession that in the expanding sixties had them by the barrel-load, seems sensible and just. To judge the merit of teachers, someone must watch them teach. Since there is often considerable disagreement about who is or is not an effective teacher when individuals are discussed, it makes sense for more than one person to see each teacher. Since a single lesson is not a sufficient sample, each observer ought to watch several. If parity between schools is to be achieved then the evaluators, be they fellow teachers or l.e.a. advisers, will have to get on their white horse and ride round several schools.

Ted Wragg

Merit payments always seem a brilliant idea *before* they are given out. It is afterwards that the pain is felt. Future school management training courses will have endless group exercises such as, "Devise 23 different ways of telling fellow teachers they were not given a merit award but you still value them", or "Old Pettigrew has, for years, stayed outside the funny farm by persuading his colleagues that he is a damn good classroom teacher. Find three alternative sanity-savers for him when he learns he has not been given a merit award," or "You are head of a four teacher primary school. Think of jolly remarks you can make on entering the staffroom after the announcement that only one of them has been given a merit award."

Though extensive use has been made of merit payments in the United States, the only British example was in universities in the late 1960s when there were merit awards for about a quarter of lecturing staff. Some departments gave the payments to the oldest staff on the grounds that they must be the best, others to the youngest because they needed the money, one head of department was even said to have given a merit payment to his mistress, though where the annual development conference took place is not recorded. The scheme was a shambles and folded after two years.

The task of selecting the most competent teachers is not an impossible one. After all, there is now quite a bit of research into teaching, some of which I have described elsewhere in this issue. One American list of what research is said to have shown about effective teachers did have me in hysterics, however, with items such as "teacher avoids vague, scrambled discourse", "teacher uses well modulated voice" or "teacher shows verbal and non-verbal enthusiasm for learning". Only Barbara Woodhouse would qualify.

The real question is whether we are wise to embark on this kind of reward system. There is no simple equivalent of litmus paper in the appraisal of teaching competence, unless there are evaluators able to turn red or blue in the presence of good or bad teaching. It would be a pity if staffrooms were ripped apart as the final blow is delivered to the morale of several worthy professionals, especially if evaluators, after their classroom observations, were to favour the leap-around extravert rather than the less spectacular reflective kind of teacher. Let us hope the issue of merit awards will be fully debated in the next few weeks.

## DIARY

# The talent scouts who search for inner-city Miltons

To ILEA's Acland Burghley Comprehensive School to fulfil the worst fears of the noble Baroness Cox. Summoned to indoctrinate the O-level sociology class in the Principles of Socialism. I do so with gusto.

I am told it is all above board, since they have already been indoctrinated in "Alliance-ism" by a local Liberal, and the Conservative Central Office are dispatching a doctor after half term to inject them with a Jesuit zeal for Thatcherism. They appear to be quite capable of remaining immune to us all.

The class is somewhat diminished, neither, I am told, on account of my presence nor Camden truancy, but because of the counter-attraction of talent scouts from the University of Sussex. Like certain colleges at Oxford, they are in search of mute, inglorious inner-city Miltons, in danger of wasting their sweetness on the desert air of Tufnell Park. The theory is that they spot them in the fifth-form, promise them Sussex places while they're in the lower-sixth, and then, if they get any sort of reasonable A-levels, watch them blossom in the pure, enriched Brighton atmosphere over the next three years. (Sussex insist it's an exercise in altruism, and only a small proportion actually wind up in Brighton).

As I silently wish the absentees well in their good fortune at having stumbled upon this convenient fast track in the university rat race, I discuss with their residual colleagues the vanity of all norm-referenced examinations like O-level sociology, and we mutually commend Sir Keith on his determination to be rid of them.

## Noble idea

If Sir Keith is really as keen as he professes to be on replacing unhelpful lists of who's supposedly better than whom, by genuine skill tests, he might put just a little bit of his money where his mouth is, and invest in the Education for Capability Scheme of the Royal Society of Arts.

He can rest assured that it is a respectable scheme, which emanated from a document four years ago, signed by much of the Establishment and many of his friends, and which anticipated the philosophy of his Sheffield speech. Among several hundred eminent signatories, friendly knights like Terrance Beckett, Terence Conran, Monty Finniston and Michael Edwardes were liberally represented and even earls (that newly-fashionable rank) by Snowdon and Selkirk.

There really isn't any point in showering these people with honours, if you fail to support their projects when they produce them.

The aim of the scheme is to update and broaden the three Rs into the four Cs. *Competence* in the practice of skills and the use of knowledge; *coping* with their own lives and the world around them; developing their own *creativity*; and learning to do all these things in *cooperation* with others.

Any organization involved in education or training can enter – schools, colleges, universities, companies, even the Government itself – if they think they have a programme which fulfils these criteria.

The carrot the RSA offers is a Certificate of Recognition, and even a small grant, if it is felt this could be crucial to the scheme. But the real satisfaction must be the enthusiasm which I saw shining from the faces of the youngsters who presented their schemes to the public last year.

I say all this not just to inform the uninitiated and recommend the DES to take a greater interest in the idea, but to remind those schools which have already decided to enter, that the closing date for 1984 is almost upon them – next Wednesday, February 29. Entries go to the RSA, 8 John Adam Street, London WC2N 6EZ; and you could always phone them on 01-839 2366 if you think your entry might be delayed in the post.

Creativity ... one of the RSA's four Cs

## Num response

Our best primary schools have for 20 or 30 years now been paradigms of what the Royal Society of Arts is trying to encourage. But good primary curricula are now at risk as a result of two disturbing offspring of the current educational regime, both at variance with much of what Sir Keith said in Sheffield.

The first is that curiously named White Paper of a year ago *Teaching Quality* (Cmnd. 8836). Since few in education understood it and a General Election was in the offing, it hardly raised a ripple at the time. But implicit in it is that *all* children from the age of seven should be subjected to "specialist" teaching by "specialist" teachers; and implicit in that is the assumption that the O-level rat race should start at the tender age of seven, with the 11-plus an increasingly common hurdle along that road.

It is not yet clear just how much paternity Sir Keith claims for this second offspring – the reintroduction of selection at 11 as Government policy. Mr Robert Dunn's speeches commending the 11-plus never quite match the standard of Sir Keith's lucid prose and seem always to be issued, not by the DES, but by Conservative Central Office.

Indeed they sometimes appear to be drafted by sources even further Right than that. So I am pleased to see an increasing awareness that the 11-plus threatens good primary schools almost as much as it does comprehensives.

The Heart of England School Parent Teachers' Association have sent round a questionnaire which points to the damage that its re-introduction in Solihull will bring not only to their own school but to their primary schools too. "Do you believe," they enquire, "that the work of our primary schools will remain as valuable and varied?"

It is one of those "questions expecting the answer 'no'", which in Latin always began with *Num*. I have little doubt that the sensible, middle-of-the-road parents of Balsall Common, who pay good rates to maintain good primary schools, will know the appropriate response.

I see that the Select Committee have decided to study primary education. I hope they realize they cannot do so in isolation, and that secondary selection and examinations profoundly distort the primary curriculum below.

**Christopher Price**

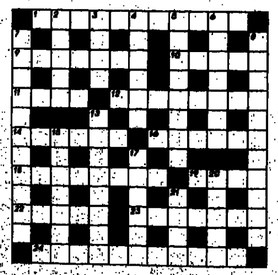
Jim Prior: too dangerous to sack; so he needs to be found a Cabinet post where policy is unimportant and in which he can be rendered harmless.

## Prior notice

As spring comes and the snowdrops burst into bloom, the minds of eager young Conservative MPs turn to their chances of preferment and they know that there can only be jobs available at the bottom if there are changes at the top. So they speculate endlessly, and one line goes like this: there must be a reshuffle this year, and Jim Prior has done an unduly long stint in Northern Ireland. He is too dangerous to sack; so he needs to be found a Cabinet post where policy is unimportant and in which he can be rendered harmless.

There's only one such job – Education. So it's Sir Keith to the Lords and Jim in charge of our schools. If anyone asks, like a bell I've been offered it twice.

## No 140 CROSSWORD by Rufus



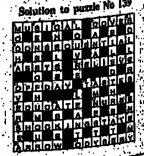
**Across**

1 Order given by teachers (11)
9 Descriptive of an eternity ring? (7)
10 One may be attached to a dog because of it (5)
11 Payments sued for? (4)
12 Think it's deliberate (8)
14 In a wood there's a female implet (6)
16 Start off with a meal outside (6)
18 Pretty girl in red and rose (8)
19 Unusually loud children's game (4)
22 My lie is found out by a girl (5)
23 It's beastly being a long time in one occupation (7)
24 Special band for the match (7,4)

**Down**

2 Give someone a sharp reminder? (5)
3 River on course (4)
4 Possibly push to a conclusion (6)
5 Mother is surrounded by excited Latins, exhibiting charm (8)
6 Fellow supporting Judah's son continuously (2,3,2,2)
7 On the verge of retirement? (5,3,3,3)
8 Time may be on its side (6,5)
13 Extensively used troops (8)
15 Reserve team that will go down? (7)
17 Capital example of a walled city (6)
20 A joining of hands in marriage or work (5)
21 African wasteland (4)

Solution to puzzle No 139



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# British firms lose out to foreign rivals

**by Philip Venning**

British firms have failed to capitalise on the huge expansion of world spending on education in the last 10 years, a TES special report reveals this week.

As they gather later this month at Didacta, the international education equipment exhibition, British companies face the fact that most of the lucrative contracts to build, equip, and supply schools, colleges and universities abroad have gone to their competitors.

Contracts for the big education programmes in the Middle East or in development-aided Third World countries have generally gone to countries like Sweden or Japan. Only in educational publishing, where the British reputation remains high, have the English language and Commonwealth links been a significant commercial advantage.

Full report – Pages 10 and 11

Figures are hard to come by, but only about 2 per cent of the value of World Bank education projects went to British firms in 1981–82, for example.

Though British companies were particularly hard hit by the recession and by the financial difficulties of important markets like Nigeria, they are slightly more optimistic than they have been for some years because of the improvement in the exchange rate. Even so few can point to any really large overseas contracts, with the notorious exception of the £300m Cementation deal to build a university in Oman, the cause célèbre associated with Mark Thatcher.

Part of the trouble is that many British companies, particularly those making equipment, are tiny by world standards, and not used to the kind of cooperation needed to put together the big package deals preferred by overseas clients. It's also suggested that they lack Government back-up.

It is also generally accepted that Britain does better providing the specialist training needed by many countries rather than the buildings or equipment that go with it.

Britain was much slower off the mark than many competitors in recognizing the importance of the world education market, and it was only in 1978 (after several years of high spending by oil-rich Arabs) that there was a serious proposal for a British Educational Exports Council. The idea was not adopted, but there is now some liaison between the various relevant government departments and the trade through a committee serviced by the British Council.

Over the period the British Council has bowed to pressure to make it more commercially minded, and now plays a key role in promoting training. But the sums of money involved are still small by world standards.

# Oh Boy! he's unteachable

**by Nick Wood**

**Mr Peter Dawson, general secretary of the Professional Association of Teachers, has spoken of his days trying to teach Boy George, the chart-topping singer who wears make-up, lipstick and women's clothes.**

**He is quoted at length in *Globe*, an American magazine, on his recollections of the schooldays of the outrageous pop singing millionaire.**

**Mr Dawson (pictured below), formerly headmaster of Eltham Green school in south-east London, is described by the magazine as "the toughest principal in Britain". He recalls how in 1976 he expelled the singer, then plain George O'Dowd, son of a boxing coach.**

**"He was a perpetual truant. He wouldn't come to school, and he wouldn't work when we got him there," said Mr Dawson.**

**He expelled George because he was unteachable. "He was weird. There was no evidence at the time that he was in any way confused as to whether he wanted to dress up as a boy or girl. But there was one thing he was not confused about – he did not want to work."**

*Peter Dawson: George was weird.*

# Concern at Labour plan

**by David Lister**

Leaders of the Socialist Education Association were reeling this week from a paper issued by Mr David Hughes, the Labour Party national agent, which could mean the demise of the SEA.

The Labour Party has decided to review the future of all the affiliated socialist societies and is considering three options – keeping the *status quo*, having more affiliations or ending affiliations altogether.

This last option has alarmed the SEA. Mr Graham Lane, national secretary said: "I am completely stunned. This is a very negative document and I understand there are people on the NEC who would like to see the end of affiliations. If this happens it will undoubtedly mean the end of the SEA."

Although the SEA has only 2000 members, it has been influential in shaping Labour Party education policy, both nationally and in certain local authorities.

# No role change for science girls

**by Hilary Wilce**

Most teachers involved with the Girls Into Science and Technology (GIST) project – one of the longest running and most widely known equal opportunities initiatives ever mounted in schools – do not feel the project has changed their attitudes or altered their classroom practices significantly.

And in one school the project appears to have aroused such hostility and resentment that it has had a negative effect on teacher attitudes, according to an independent evaluation of the project.

GIST was set up in 1979 to try to tackle lack of interest and underachievement by girls in science and technology. The team worked in eight secondary schools in the Manchester area, using a range of approaches including visits to schools by women scientists, classroom observations, and workshops and conferences.

Its wide scope and the fact that it was set up when problems in this area were just being generally recognised made it the focus of national and international attention.

The evaluation report shows that teachers were generally lukewarm about the project. However most conceded it had sharpened their awareness of problems in the area of girls and science, even if it had not changed their attitudes.

The team of three evaluators, all teacher trainers, looked at teacher reactions to GIST, and the match between the project's aims and the teachers' understanding of these aims.

They interviewed science, CDT, and other teachers involved in the project, in four schools.

In one of the schools, the report says, "the project has had a most unhappy time . . . 'Disagreements', 'personality clashes' and threats of legal action echo through the interviews." Teachers in this school felt that the GIST team put pressure on them to bring in hasty changes, and failed to appreciate changes that were already underway.

They complained that the project was so girl-oriented it almost discriminated against boys, and that a conference held at the polytechnic was dominated by militant feminism. One teacher said that the GIST team had threatened the school head with the Sex Discrimination Act.

"There seems to have been no one member of staff prepared to work for the project within the school, and unhappy relationships at a variety of levels were established early on and maintained," the report says.

"There has been no impact outside the craft/science area – within the science area it might be suggested that the impact has been detrimental to GIST's aims."

The evaluators criticise an apparent failure by the GIST team to see teachers except, "where they stand *vis-a-vis* the concerns of the project". This is particularly crucial, they say, in an action research project, and one which could be taken as a strong critique of what the teachers concerned have been doing all their professional lives.

Dr Judith Whyte, of the GIST team, said she felt the evaluation was a fair one, although it would have been more telling if teachers had been asked about their attitudes before the project began. "People do tend to reconstruct what they think their attitudes were – it's more comfortable like that."

The report, which contains transcripts of interviews with teachers, showed that teacher attitudes are crucial, she said. It also underlined that some teachers do believe that girls are genetically different, and hold very prejudiced attitudes towards their abilities and behaviour, she said.

*Teacher perceptions of the project "Girls Into Science and Technology"* by George Payne, Dave Hustler, Ted Cuff. Published by Didsbury School of Education, Manchester Polytechnic.

## THIS WEEK

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London ECIM 4BX. Tel 01-253 3000

# It takes two to cooperate

It is less than two months since Sir Keith Joseph used his North of England address at Sheffield to call on the teachers and the local authorities to join with him in concerted attempts to raise educational standards and breathe new vigour into the school curriculum. It is less than two months, in fact, since he put his own sincerity on the line, admitting past mistakes, appealing for a new beginning and a new spirit of cooperation.

His Sheffield speech was well received. If the response showed anything, it showed that there is a strong underlying eagerness among all the partners in the education system to work together and to do so more effectively. The education service thrives on cooperation not confrontation and it is plain that there is a powerful desire to reach a new accord on the curriculum in which all can share. At Sheffield, it even looked as if Sir Keith was moving towards a style of leadership which might make this possible.

Since January, however, Sir Keith's pitch has been queered by one Government ineptitude after another. The Rates Bill was in the pipeline before Sheffield, but the parliamentary debates have only served to emphasize the enormity of rate-capping and what it does to local government. No doubt when the time comes for Mr Jenkin to issue his decrees, the rate-capped authorities will find that they are less harshly treated than they now forecast. But it is not just the big spenders who are up in arms. The Government has antagonized its natural friends as well as its enemies and this antagonism is rubbing off on all its dealings with the local authorities.

In recent years there have been many occasions when the education interest in local government has not been able to count on the whole-hearted support of the local authorities as a whole: the education committees of the local authority associations have been brushed aside by the politicians who control the metropolitan councils and the shire counties, who have been less than desolated to see the largest local authority service cut down to size. Now this has changed – for the time being, anyway. One side-effect of Mr Jenkin's stand-up fight with the local authorities has been to strengthen the hand of the education interest in the authority associations in those quarrels with the Government which directly affect education.

The local authorities have taken up the fight against Education Support Grants and while this is small beer beside rate-capping, it makes another cause for contention with Sir Keith at a time when he is trying to won their support. There is a case for ESGs – at any rate, for a small DES development fund. But the more the Government pushes the local authorities around and uses the MSC to bypass the Rate Support Grant, the stronger becomes the fear that this is the thin end of a wedge. Already it is being quietly hinted than when the time comes for the MSC to hand over responsibility for TVEI to the DES, Parliament will be asked to increase the funds available for Education Support Grants from a half of one per cent of RSG to 5 or 10 per cent or whatever sum by then reflects the ambitions and appetites of the DES.

Clearly two recent events have further complicated relationships. The first and most directly relevant is the Training White Paper and the way in which it was issued. Again, it hit the authorities in the purse. From 1985–86 they lose funds at source and another tranche of further education has to look to the MSC for direction as well as funding. Again the crass arrogance of the Government's approach was deeply offensive to many people and especially to the local education authorities. Nobody with any independent spirit wants to be governed like that. Governments which behave like that – not by accident, but because this is the style which is set at the top – deserve to get bloody noses and suffer electoral defeats to teach them to treat other people and other interests decently. In a democracy a government's manner counts, not just its matter.

The MSC is now feeling the brunt of the authorities' indignation. It needs the cooperation of the authorities and their colleges: specifically it needs advice and expertise. Mr David Young and his colleagues recognize that the authorities are in no mood to help in dismantling the present system – even to the extent of joining an *ad hoc* steering group – and it looks as if, wisely, the MSC will make a virtue out of necessity and allow a breathing space to elapse before they begin actively to plan the redistribution of NAFE funds. How far the authorities will go in maintaining their refusal to talk to the MSC on these matters, and whether they will refuse to allow their colleges to do so, remains to be seen.

It is unlikely that the local authority associations can keep all their members in line – already there are suggestions that Birmingham may break ranks among the cities. When the MSC starts to talk about money it will require a lot of conviction on the part of authorities and colleges to hold the line.

The second extraneous event which threatens to interrupt normal dealings is the debacle concerning union membership at GCHQ, Cheltenham. It is not yet clear how far this will interfere with trade union participation in the MSC and all its work – both at the national level, and in the diffuse operation of the Youth Training Scheme. But it is most unlikely that the MSC will be unscathed. As the MSC is at present constituted, the trade unions and the local authorities are two of the major constituents. If the Government is at loggerheads with both, it is difficult to see how this can fail to affect the multifarious activities of the MSC as they impinge on factories, offices and colleges.

The final question concerns what the diplomats might call linkage. How far will arguments between the Government and the unions about trade union membership, or between the Government and the local authorities about money and power, be linked to other matters on which the Government asks for the cooperation of the teachers and the authorities – for example, examination reform, curriculum change, a teachers' salary structure, teacher training. . . .

On the face of it these are separate issues. That will be how Sir Keith and his officials will try to keep it. But will they succeed? Ministers have already cold-shouldered the teachers' unions to the point that they will miss no opportunity to stick their knife in. The local authorities would like to believe that the Government needs them as much as they need the Government: they will not be keen to pull Sir Keith's chestnuts out of the fire. They are more likely to question Sir Keith's ability to deliver his side of a partnership bargain, or even his ability to understand what such a bargain means.

The only possible bull point for Sir Keith is that the teachers' pension contribution is not now to be increased – the l.e.a.s will carry the can. But that won't cut much ice in Burnham, when next year the cost of a new salary structure calls the bluff behind those encouraging paragraphs in the *Teaching Quality* document.

The trouble with any attempt to extend displeasure with the Government's dictatorial behaviour on educational finance and non-advanced further education to other, less contentious, educational matters is that the authorities and the teachers know they could end by cutting off their noses to spite their faces, with nobody really the worse off except the pupils in the schools and the students in the colleges. This is something which responsible people rightly are anxious to avoid if the Government lets them, but the way things are going Mrs Thatcher seems determined to provoke hostility on all sides, and put the urbane conventions which normally prevail, in education, as elsewhere, under intolerable strain.

## Second opinion

# Blinkered view from the MSC

It has been announced that the Manpower Services Commission will make cuts in the Youth Training Schemes organized by voluntary groups under the Community Projects programme. The assertion is made that schemes offered by employers are better geared to the needs of the young, because it is employers who know what skills are employable and how to teach them.

This looks like the worst face of Government policy: those who can get jobs when they leave school are either the feckless or the thick; and schools have wasted everybody's time by trying/pretending to educate them what they need is the steady grind of basic English and arithmetic plus vocational training; employers can provide basic training related to the actual jobs; and the day after tomorrow economic prosperity will return.

Teachers know what dangerous nonsense this is. They are very aware that schools produce their failures but they do basically treat the young as fellow human-beings. They recognize their concern to be able to earn their own living, but that is not an end in itself; it is a part of the way in which they will be enabled to lead full human lives, with all that implies in personal relationships with others and with a wide range of human interests.

There is no evidence that the MSC is likely to be any better at manpower planning than the others who have tried. There is a great deal of evidence to suggest that, however "skilled" the working population may become, there will still not be enough jobs to go round. Indeed, the hopes for tomorrow's prosperity are, on the Government's own admission – or even boast, founded upon the drastic reduction in the number of workers needed to maintain a given level of production.

It is not surprising that employer-based schemes regularly train more young people than they have the capacity to employ. The process has become a substitute for the job-interview.

What then about the community programme? This is at least as much in touch with reality as employer-based schemes. It is no less concerned with teaching employable skills. The sort of jobs which are undertaken are not in short supply. The participants realize that in most cases what they are doing would not be done at all but for them; and they can gain particular self-esteem from this and a sense of what a community can do for itself when it has self-confidence and a spirit of cooperation. From community programmes can grow a greater independence of spirit, a growth in enterprise and a diminution of dependence upon the turn of events and the patronage of employers.

Since the early days of YOP, I have seen something at close quarters of the training opportunities offered by a voluntary agency. Often those who enrolled were the ones who had gained least success from school. Most of them became deeply committed to the tasks offered and to the training which enabled them to deal effectively with those tasks. They enjoyed an atmosphere in which they were encouraged to think about the job and about themselves. They made substantial advances in self-respect.

The MSC is supposed to be building a bridge between school and the adult world. It needs to cultivate a better understanding of "school" and a wider definition of "the adult world" than is implied by its decision to cut down the community programme and concentrate upon industrial trainers.

**Donald Frith**

*Mr Frith, former secretary of the Secondary Heads Association, is now assistant director of the Centre for the Study of Comprehensive Schools.*

## COMMENT

# A new way with old heads

What a pity that Sir Keith Joseph fails to direct his intellectual clarity as constructively towards management of the teaching force as he does to the curriculum.

For all his professed dedication towards teacher quality and assessment, he does not seem to spend a fraction of the time thinking through the processes of quality control that he gives, for example, to the minutiae of the history syllabus.

The lastest evidence of this rather disappointing attitude came at Monday's conference (page 5) called to discuss the selection of secondary head teachers. After all the interest generated by the POST report, and a clutch of thoughtful papers on better selection methods prepared for the meeting, the Secretary of State dashed expectations by yet again emphasizing his obsession with getting rid of the bad ones, with a prescription for probation and transferable pensions.

This was supposed to be an occasion devoted to the generation of ideas for improving selection procedures, but Sir Keith chose to open with a vote of no confidence by concentrating on what might happen if they continued to fail.

Whether a special probationary period for heads is really practical is highly doubtful. Probation which was a mere formality would be pointless, and, in any case, much less important than proper assessment procedures for all teaching staff, including heads – something which is thought to enjoy Sir Keith's benevolent approval and which is now the subject of negotiations between local authorities and teacher unions.

If Sir Keith was prepared to concentrate on what he himself might do to make the selection process more effective, he could find it useful to study the report of the DES-funded research on governing bodies which Professor Maurice Kogan previews on page 24. Some of the observations in the POST report centred on the role of governing bodies and their possible weaknesses. Professor Kogan and his team found that governing bodies – in spite of the Taylor report, the 1980 Act and pious Government exhortations – are unsure of their powers, their purpose, and who they represent. The Government should provide clear national guidelines, they conclude, and add that training could only solve a limited number of problems without them.

But if school governors are to continue to play a major role in the selection of head teachers, might it not be feasible to make training obligatory (as it is for JPs) at least for members of appointment panels? That might be one small step towards more effective selection, and something on which Sir Keith Joseph could give a positive lead without adding to the education bill. Wouldn't that be better than yet another exercise based on a negative hypothesis?

*Solihull . . . favourable circumstances!*

# Vote of confidence

The latest twist in the Solihull grammar school revival story (page 3) will enable the comprehensive lobby to say "I told you so". Parents have successfully opposed the Conservative leaders who have tried to persuade them that what they really want is a return to the 11-plus, and the scheme has been dropped.

Solihull is one of the places where, on the face of it, comprehensive schools can operate in favourable circumstances and get good results in conventional terms. This seems to be the judgment of the parents, whose natural conservatism rejected the radical Thatcherism of the extremists in the Tory group who tried to push through the grammar school scheme.

What has come out of the exercise is pretty encouraging. It includes a strengthening of the authority's advisory staff and a big increase in in-service training. It looks, in fact, as if Mr Colin Humphrey, the director of education, has salvaged most of what he wanted from his report on raising educational standards, without being lumbered with another contentious and time-consuming reorganization. The schools will breath again and make the most of this vote of public confidence.

## . . . no comment

"In a mixed sex school, an omitted or incorrect sex will normally be detailled to male except in those situations where SWIRL are able to isolate the individual candidate and assign the correct sex manually. This, however, is an extremely time-consuming operation and, where an error does occur it is almost impossible to detect until it is too late."

*Extract from SWIRL, the computerized scheme of examination results administered by the South-West e.a.s Consortium.*





## NEWS

Parents and teachers have fought off the reintroduction of selection in Solihull, stemmed its advance in Berkshire and are gathering forces to stop it spreading in two London boroughs. But in Wiltshire, the fight goes on . . . Biddy Passmore reports.

# Parental opposition kills off Solihull selection scheme

The plan to reintroduce selection to the West Midlands borough of Solihull, first reduced to two schools and then one, has now died completely.

Members of the ruling Tory group decided by a large majority on Monday not to pursue the plan, in view of the overwhelming opposition they encountered from local parents and schools during the consultation period.

They agreed on a resolution, to be put to the full education committee on Wednesday, calling instead for a programme to raise standards in all schools.

This includes the appointment of three extra advisers – one to improve provision for "the gifted and most able", a second to supervise teachers' career development and in-service training and a third to monitor and raise standards of numeracy and literacy in primary schools.

The in-service training budget will also be boosted by 50 per cent and the whole package could cost the council an extra £100,000.

Mr Michael Ellis, chairman of the education committee, said after the group meeting he was "disappointed in some ways" because he still felt there was sufficient evidence to justify setting up a separate selective school.

But there was no point in consulting if you paid no attention to what people said. "My main aim is to improve standards in Solihull, especially for the more able children," he said, "and we will achieve that, even if not in the way *I originally* intended."

Dr Peter Lea, chairman of the governors of Heart of England school and the leading anti-grammar school campaigner, said the abandonment of selection was "good news – at last they've listened. A poll of parents had shown that more than 90 per cent had been opposed to the selective scheme, he said.

The news was hailed as "a tremendous victory for the children of Solihull" by Mr Doug McAvoy, acting general secretary of the National Union of Teachers. And Mr Giles Radice, Labour education spokesman, said the authority's decision was "a triumph" for the parents' efforts and he hoped it served as a warning to other authorities who might be tempted to "put back the clock".

Selection also beat a retreat in Berkshire this week. At a meeting of the county council last Saturday, four Conservative councillors abstained and two voted with Labour and Liberal councillors on a Liberal motion opposing the extension of selection beyond the borough of Reading.

They thus overturned a council scheme to throw open some of the places at the two remaining grammar schools in Reading to pupils from the whole county. The plan has encountered fierce opposition from parents and comprehensive schools who said they would be robbed of their brightest pupils.

But the second part of the Liberal motion – to replace the two grammar schools with a single, co-educational grammar school – was defeated when Labour members refused to support it.

Mrs Judy Sharpe, of the Berkshire Schools Action Committee, said of the votes she was "delighted for Berkshire and sad for Reading". The two grammar schools would absorb an increasing percentage of the town's pupils as rolls fell, she said.

Parents and teachers are planning a protest march in the London borough of Redbridge tomorrow over the Conservative-controlled authority's plans to increase the selective intake into the borough's secondary schools.

A campaign committee has produced 1,000 posters, 20,000 leaflets and 12,000 stickers urging parents to vote for a fully comprehensive, non-selective system of education in the opinion poll being carried out by the borough council.

The Conservative group is putting forward two alternative options – both of which would increase the proportion of children going to selective secondary schools. Under one, the two existing grammar schools would be retained – while the number of comprehensives would be reduced by three. The second option would create two new grammar schools.

At the other end of London, in the fully-selective borough of Kingston, parents and teachers are protesting at the council's plans to protect the two grammar schools when schools are reorganized as a result of falling rolls.

The borough's director of education has set out six options for reorganization but none affects the grammar schools while five would involve the closure of a secondary modern school.

Mrs Penny Stafford of the Kingston Association for the Advancement of State Education, said the "dogmatic decision" to maintain the grammar school system meant that 85 per cent of the borough's children had to suffer closures so that 11 per cent could have the very best academic education.

The parents have arranged a public meeting next Monday.

In Wiltshire, meanwhile, a simmering row over the future of the county's two remaining grammar schools finally boiled over last week. The ruling Tory group broke up in disarray after councillors who had broken ranks on the issue refused to obey repeated requests to leave a meeting and the group's chairman, vice-chairman and secretary resigned.

Eight Tories rebelled last November because they opposed a motion to allow the two Salisbury schools – Bishop Wordsworth Boys' and South Wiltshire Girls' – to stay selective.

The eight, who include Mrs Joan Main, chairman of the education committee, and Mrs Esme Smith, chairman of the school sub-committee, were subsequently asked by the group's chairman, Sir Anthony Heward, for an assurance that they would toe the line in future. But only two are believed to have given that assurance.

The break-up of the Tory group so near to Tuesday's council meeting on the budget was expected to lead to chaos. But the Conservatives, in fact, behaved as though nothing had happened, and voted the budget and rate precept through without rebellions or amendments. It was, a spokesman said "an impressive show of unity".

Rock on: Jedburgh Grammar School band XI-Zero have won the Scottish heat of the TSB Rock School Competition. The band, which also won the Scottish regional final last year, collect £1,750 (plus £1,000 worth of equipment for their school) and go on to the national finals in Manchester.

# Call for 10% switch to science places

by Bert Lodge

A ten per cent switch nationwide from arts-based to science-based student places, with 500 lecturers a year spending 12 months in industry, was called for this week by the Engineering Council.

The council, set up to promote good practice in engineering and to encourage engineering education, is also asking for £200m government money a year to be switched to engineering training.

The proposals are part of a radical initiative by the engineering professions to remedy what the council calls "the serious shortage of high quality training places."

The council wants funding to be in accordance with the policy of five year earmarking of funds which would be directed to the council's own system of accrediting engineering courses. This is an implied criticism of the present method of funding, particularly of universities from the University Grants Committee.

Sir Kenneth Corfield, council chairman, said: "The present methods of funding do not always ensure that the proper resources reach the training departments who most deserve them. In fact, recent history suggests that some engineering departments have suffered because of the present funding policies."

The council suggests that student-academic staff ratios for accredited degree courses should depend on the money earned by departments for research, consultancy and design work, and suggests eight to one up to 11 to one. Calling for £200m annually to be switched from present government spending on training, Sir Kenneth pointed out that industry has been spending £2,500m a year on training and the Manpower Service Commission alone will be spending nearly £1,000m this year.

"We are not asking for any new money," Sir Kenneth said. "Nor is the sum of £200m huge in the context of what is being spent."

The council envisages paying a flat rate contribution of £50 per head per week to companies for each student chartered engineer in their training scheme. This would cost about eight millions a year. It also proposes a system of payments for those companies providing the training for technician engineers and engineering technicians which would cost around £120m a year.

The council said that the serious shortage of engineering training had come about because economic pressures have forced industry to spend less on training.

"Large firms are able only to train for their own immediate requirements had small firms on their own don't have the resources necessary to make good the short fall, Sir Kenneth said.

"Meanwhile Britain's share of world trade has dropped from 15 per cent to 8 per in recent years."

# Lancashire likely to offer 'quit early' lure

by Richard Garner

Up to 100 teachers could be offered incentives to quit under a move by Labour-controlled Lancashire County Council to reduce staffing levels at schools they consider overstaffed.

Proposals aimed at reducing posts in the county by nearly 200 will be considered by the next meeting of the education committee – and amongst them is a plan to offer early retirement to the schools which have the best staffing ratios.

The plan is not being opposed by local members of the National Union of Teachers – although they are worried that offering the incentives only to teachers at schools the authority considers to be overstaffed is "limiting" and "unfair."

Under the plan, teachers over the age of 50 with more than five years' service with the authority will be able to apply for early retirement – with an enhancement of their pension benefits.

Mr John Hudson, Lancashire's education officer in charge of schools, said the final decision on any application for early retirement would rest with the chairman and vice-chairman of special sub-committee being set up to monitor the scheme.

"Teachers in shortage subjects will find it more difficult to be granted early retirement than some other teachers," he added. "By no means will all comers be accepted.

"The second criteria will be age and length of service – people that are older and have more years' service will be allowed to go first. It will be less expensive because they will have fewer years of enhanced benefits."

He added that – if the total planned saving of 192 jobs was all met by natural wastage and redeployment – then the scheme would not operate but that the authority's schools sub-committee had recommended that the number allowed to volunteer should be restricted to a maximum of 100 in any case.

Mr Frank Shuttleworth, NUT county secretary, said: "We don't accept philosophically that we've got to get rid of people voluntarily but realistically – because of the government's policies towards local authorities – we accept there's got to be a cut.

"We also accept you're better off getting rid of people at the older end of the profession and getting the young blood into the schools."

● Last week it was revealed in the *TES* that the Inner London Education Authority is planning to offer voluntary redundancy terms to its secondary school teachers as part of a drive to reduce staffing by 2,500 over a five-year period.

# Staff to get transfer advice

**The Government is ready to approve local authority conversion courses for secondary teachers being transferred to primary schools.**

**But it has accepted the advice of the Advisory Committee on the Supply and Education of Teachers that for the time being there is no need for a national plan of secondary-to-primary transfer.**

**The announcement was made in a letter last week from Sir Keith Joseph, Education Secretary, to Sir Clifford Butler, ACSET chairman. In it Sir Keith recognizes that local circumstances may make it desirable for employers to redeploy teachers from secondary to primary and this will require in-service training.**

**It was estimated last March by the DES that 10,000 primary teachers would need to be recruited for 1984–85 compared with only 6,000 in the previous year. Vacancies for secondary teachers – put at 11,000 for 1984–85 – are expected to fall to only 5,500 by 1988–89.**

# MSC officials challenged by area board

An area manpower board is challenging the right of Manpower Services Commission officials to tell it to reduce the number of Youth Training Scheme places in community projects. Its stand is likely to intensify the gathering crisis in the relationship of the MSC with the local authorities and the TUC.

The Birmingham and Solihull board last week refused to approve a plan by area MSC officials to close down four local authority adult education YTS schemes and cut back provision in a large number of other projects. The plan would reduce the area's 2,500 Mode B1 places by 500.

The board stuck to its decision despite the insistence of the officials that new guidelines give them the power to decide whether to close scheme.

Union representatives on the board will report the matter to the TUC, and point out that the MSC – which is acting reluctantly to enforce a Ministerial directive to cut B1 provisions in favour of more places with employers – is taking away one of the primary functions of the boards, which were set up to decide the scale and balance of the YTS in their areas. Without the 300 union representatives there would be little point retaining the boards.

PLATFORM

# Moving on from the BASICs

**Richard Ennals explains that putting microcomputers into schools could do more harm than good, unless the Government takes action on a flurry of reports advocating their more intelligent and logical use**

In September 1982 the Alvey Committee report on advanced information technology was published, and the Government announced its acceptance of a large proportion of the recommendations in the following spring. The report had been prompted by an invitation from Japan to collaborate in research into the new "fifth generation" of computers. It constituted an agreement across the spectrum of opinion in the British computer science community as to the major technical objectives and the need for close collaboration between researchers, government and industry in achieving them.

Throughout the report great emphasis was placed on education, with a well-educated workforce being the country's most crucial resource. Particular recommendations were made for the increase in specialist research personnel in areas such as intelligent knowledge-based systems, but it was made clear that additional effort was required on a much wider scale to facilitate the intelligent use of new technologies. This was to be in addition to existing schemes promoting simple awareness of information technology.

The one paragraph specifically on schools (paragraph 7.9) made a trenchant attack on current practice on the introduction of computers.

'Action must start in the schools. We support the moves which are now putting computing on the curriculum. But, it is no good just providing schools with microcomputers. This will merely produce a generation of poor BASIC programmers. Universities in fact are having to give remedial education to entrants with A level computer science. Teachers must be properly trained, and the languages chosen with an eye to the future. Uncorrected, the explosion in home computing with its 1950s and 1960s programming style will make this problem even worse.'

More constructive suggestions have come in subsequent reports, addressing the issue of appropriate education for the future with computers.

On the initiative of the Cabinet Office, a report was submitted in 1983 by a working party of the department of computing at Imperial College, under the chairmanship of Valerie Downes. It gave recommendations on "Retraining Teachers in Information Technology", designed to equip experienced teachers of other disciplines with the expertise in teaching information technology. The starting point was a critical look at the nature of the subjects previously taught.

Last summer the Social Science Research Council published a report by Morley Sage and David Smith of Southampton University, entitled *Microcomputers in Education*. It was not concerned with the teaching of computing as such, but with the intelligent use of the computer in education. It saw few examples of current good practice, and little existing software that was worthy of extensive evaluation. It identified the need for an extensive programme of research in this area, and proposed a possible framework, starting with an analysis of the kinds of thinking and learning with which we are concerned in different subjects, and the ways in which the technology can make a useful contribution.

Last December the Computer Board for Universities and Research Councils published a report on computer facilities for teaching in universities. It found strong evidence that the existing computer facilities are inadequate, both in quality and quantity, for the genuine needs of students on undergraduate and postgraduate courses. It recommended that "urgent action should be taken by the appropriate government departments, principally the Department of Education and Science, to provide funds for these facilities so that future graduates can acquire relevant skills and knowledge."

Introductory courses in computing for all undergraduates have been recommended since 1970. The report revealed a lack of planning for such teaching or teaching facilities in a majority of institutions of higher education. Figures from the universities showed that only 4 per cent of the students using computer facilities were in departments of education, making up less than 1 per cent of computer use overall. The report provides a full analysis of "current impediments to realising the potential".

What is the significance from the classroom point of view of this flurry of reports and accompanying inactivity? Are there genuine issues of concern for the practising teacher? I write as a former head of a history department in a comprehensive school, and want now to outline the issues of concern and to relate them to recent statements from the Education Secretary that could offer us some cause for hope, if and only if they are followed up by action and appropriate expenditure.

The new fifth generation of computers will bear little resemblance to today's machines. They are being designed to be easy to use, understanding spoken or written natural language, freeing the user from the need to learn a particular computer language. They will help with real problems such as mending a car, medical advice, language translation or office management.

Such problems are too complex to be handled by computers with only one processor: fifth generation computers will have numerous processors solving problems in parallel. They will not use today's conventional languages which are based on today's machines. Logic programming and functional programming languages are being used as the basis of the new systems, now under development in Japan, the United Kingdom and elsewhere, with much of the fundamental research being carried out in the United Kingdom.

Current computer science labours under the great burden of software generation and maintenance. Courses in software engineering, emphasized in the Alvey report and at Imperial College, are concerned with improving standards in software development, emphasizing structure and modularity, and teaching techniques of specification and verification. One of the biggest problems facing such courses is the increase in students from school with the bad habits acquired from unstructured programming in BASIC, habits which have to be eradicated.

Much fifth generation computer research is designed to overcome this problem. By emphasizing the importance of clear description and problem specification, and then automatically transforming the specification into an efficient program, many of the problems besetting the software engineers should be overcome. This is one context for the work using Logic as a computer language for children, where the student's description of his problem is regarded as a program in micro-PROLOG which can be used to solve the problem on the computer.

There is a more radical side to this question. Languages such as micro-PROLOG are becoming available on the whole range of microcomputers used in schools and in the home. A tool that was unavailable to research scientists a few years ago is available over the counter of high street shops today. But how should such a tool be used? With all this talk of fifth generation computers and expert systems, how can we benefit from them? Cost and availability of hardware is becoming less of a significant problem. The same applies to the underlying software.

The best place for young people to learn about advanced information technology and its uses should not be an information technology centre, or on a Youth Training Scheme. It should be a school. This is not to say that all teaching should be with, or about, computers.

At school students encounter different forms of knowledge and acquire experience in their use and manipulation in a social context. A good teacher has capacities that far exceed the potential of a mere mechanical expert system. He has to be able to assimilate a wide range of knowledge, select from it for appropriate use, and explain it at different levels to his students.

In some subjects, such as history, which the Secretary of State has identified as being essential for students up to the age of 16, there has for 15 years been an increasing emphasis on the thinking skills and procedures of the expert historian. There have been analogous movements in the teaching of English, social studies and geography, as well as in Nuffield approaches to science. It is in this tradition that work in "Logic as a computer language for children" is supported by the Nuffield Foundation and involves collaboration with subject teachers with related view of the classroom.

The technology can be used for good or ill. Joseph Weizenbaum has cogently described the dangers of certain approaches in his *Computer Power and Human Reason*. Our students are currently encouraged to be passive consumers, playing games whose rules are hidden, receiving answers without explanations. It need not be so. The British education system has an entrenched history and tradition. It is notoriously slow at reacting to change by adjusting its institutional structures.

What I am proposing draws on traditions and tries to avoid change for the sake of technology. The Secretary of State has called for an improvement in educational standards.

At the same North of England Education Conference I called for the intelligent and appropriate educational use of artificial intelligence and advanced information technology. Both he and I have, in lectures to the Historical Association, identified the teaching of history as being of central importance. The SSRC report suggests possible frameworks for research. The new Curriculum Council offers hope for practical classroom advances. As the Alvey report said, to make such educational provision is wholly inconsistent with the aim of education for the future with computers.

An initiative from Government is essential. Teachers have been brutalized into accepting a lack of resources and a lack of respect. Despite that, teachers have developed a range of teaching materials and software that are unrivalled in education systems overseas. The MEP programme has served to aid in the dissemination of such work as is available; this pales into insignificance beside the scale of the problem. If the DES is to have a continued existence as a force in education, it must bring educational and curriculum considerations to bear on our approach to the future with computers.

*Richard Ennals is a research fellow in the department of computing at Imperial College, London, working in the logic programming group. His book* Beginning micro-PROLOG *was published by Ellis Harwood Ltd and Heinemann in 1982.*



NEWS

# Strike to back budget rejected

**by Richard Garner**

Teachers in Liverpool have voted not to back by strike action the city council's plan to introduce an illegal budget.

A meeting of about 2,000 members of the National Union of Teachers had heard that hundreds of jobs would be lost if the labour-run council was forced to back down and implement cuts.

However a motion for strike action was defeated by 100 votes, although it emerged later that half those at the meeting – held in private – had abstained on the vote.

The meeting had been urged to strike on March 29 – the day of the rate-fixing meeting – in support of the council's policy of no cuts in jobs or services.

Mr. John Hamilton, city council leader, said that if the council was to comply with Government spending targets between 3,000 and 5,000 jobs would have to go or ratepayers would face an increase of at least 70 per cent in their bills.

He added: "We are placed in an impossible situation and if we take the illegal road we want to know that the workforce is with us and with us all the way.

"If you are saying to us: 'Don't take the illegal road, accept Mr Patrick Jenkin's (the Environment Secretary) Statements', then you're saying to us some of you want your marching orders.

"It is no good marching down to the town hall after the budget and asking us not to sack anybody then. If we go down the road of cuts, because we shouldn't do that."

Mr Hamilton warned that declaring redundancies was unlikely to save the council any money in the first year because of the payments involved.

He said the incoming Labour administration in Liverpool had inherited a budget of £218m from the previous Liberal regime – into which some plans for cuts had been built. The Government had given £118m in rate support grant for that budget.

A "standstill" budget for 1984–85 – allowing for 5 per cent inflation – would mean spending £228m. However, the rate support grant element was being trimmed to £95m.

"Without any improvements, we're £30m short," he added, "and that's a rate increase of 60 to 70 per cent for a standstill budget. For any improvements above that, every £1 spent becomes £5 because of the spending penalties we believe you have imposed on us.

you are you're talking of a rate increase of 100 per cent."

Commentating on the meeting, Mr Jim Ferguson, NUT executive member for Merseyside and general secretary of NUT's Liverpool Teachers' Association, said: "Of course every teacher wants to retain their job. They weren't voting for redundancy – but they weren't ready in vast numbers to support the motion or convinced the council had a case."

The decision came as a blow to the Labour leadership – following a similar rejected of strike action by the National Union of Public Employees in Liverpool. However, some of the biggest unions in the city council – such as NALGO and the General, Municipal, Boilermakers, and Allied Trades Union – have still to declare their action.



NEWS

# Photocopying rule eased

**by Nick Wood**

Manchester Council has withdrawn its instruction to schools to send in all photocopied material because it fears being swamped by the response.

Instead it has asked heads to supply lists summarizing any school photocopying that might breach the copyright laws and to keep the copied material parcelled up ready for inspection.

The council was forced to issue the instruction after a hearing in the High Court in Manchester. Two publishers are accusing it of breach of copyright.

The case resumes on March 22.

When the council issued its instruction just before half term, schools were thrown into panic and many headteachers were resentful that the council had shifted the onus on to them.

**Play mates: Two of the young musicians who gathered at the Queen Elizabeth Hall, London, this week for the first of the regional auditions for the National Festival of Music for Youth in July. About 4,000 youngsters will take part in the July concerts on the South Bank of whom 1,000 will go on to perform in the Schools Prom at the Royal Albert Hall next November.**

Pictures. Laurie Sparham/Network

# Union warns on lobbyists

Teachers have been told by their union not to spend too much time listening to "active lobbyists" on the school staff if they are elected to the post of teacher governor.

The warning comes in a leaflet prepared by the National Association of Schoolmasters/Union of Women Teachers.

The union believes that teacher governors should be accountable to the whole teaching staff – adding that: "Undue weight must not be attached to views expressed by active lobbyists."

NAS/UWT teacher governors should not be drawn into acting as their union's spokesman at meetings – but the accredited NAS/UWT school representative should be invited to attend the meeting if union policy is being discussed.

Teacher governors should have a collective system for reporting back from meetings. "There must be no practice, say, of one teacher governor representing NAS/UWT members and one representing National Union of Teachers members."

Meanwhile, the union has also announced a "generally favourable response" to the Department of Education and Science's policy statement outlining support for a coordinated national initiative aimed at providing all school leavers with a record of their achievements.

Mr Fred Smithies, general secretary, said: "An appraisal of pupils based simply on examination achievement must be both limited and inadequate."

# NUT leadership opposes pay restructuring package

**by Richard Garner**

Two of the key elements in the teachers' pay restructuring package proposed by employers are being opposed by leaders of the National Union of Teachers.

The union's executive will urge delegates at the NUT's annual conference this Easter to declare their outright opposition to annual assessments of all teachers on the "main professional" pay grade that the employers are proposing to set up. It also resents the suggestion that the pay restructuring should be linked to new conditions of service for teachers.

The executive is particularly worried that i.e.a.s would withhold increments from some teachers and offer accelerated incremental progression to a very limited number. It is also determined to resist any worsening of the teachers' contractual position.

In its report to the NUT conference – which sets out a salary strategy to be pursued by the union during the following year – the executive says that the reaction of other teachers' unions to management proposals for restructuring has been "in many ways both surprising and disappointing".

"While the National Association of Schoolmasters/Union of Women Teachers had to accept that the paper raised very real problems and that they did not have the answer to those problems, they were still prepared to gamble with assessment for salary purposes," the report points out.

It acknowledges the urgent need to reform the salary structure – but shows there are still wide gulfs between the employers and unions despite the progress that was made during three days of discussions at a Manchester hotel just before Christmas.

Both the Conservative-controlled Association of County Councils and the Labour-led Association of Metropolitan Authorities are anxious that the Government should earmark funds for any agreement in next year's rate support grant settlement.

However, the part of the package that Sir Keith is known to be particularly enamoured of is the section which relates to the assessment of teachers.

● Sir Keith Joseph has told teachers' leaders he wants a "copper-bottomed" guarantee that any deal to restructure teachers' pay is watertight and would benefit pupils before he approaches the Cabinet for extra finance.

The question was raised when leaders of the NAS/UWT went to see him on Monday to discuss the issues raised in his Sheffield speech.

After the meeting, Mr Nigel de Gruchy, deputy general secretary of the union, said: "We were a bit alarmed when he mentioned market forces with reference to our salaries claim – and we asked him what bearing this would have on the restructuring proposals."

**Teachers' leaders rejected a 3 per cent pay offer from their employers as "insulting" when the two sides met on Wednesday.**

**Tabling the offer at a meeting of the Burnham Committee, Mr Philip Merridale, leader of the management side, warned that even a 3 per cent rise would cause "substantial difficulties" for several local authorities.**

**He pointed out that i.e.a.s were already being forced to increase pension contributions by 1.05 per cent. And he added that a bigger pay offer could only be made at the expense of jobs, books and materials and cause the "gravest detriment" to the education service.**

**The teachers' negotiators, who are pressing for a "substantial" pay rise, are due to meet the management panel again on March 14.**

# ACACE setback

**by Maggie Richards**

Proposals for a successor to the Advisory Council for Adult and Continuing Education are to be put forward later this month, but they are understood to fall far short of the development agency that adult educators had hoped for.

Recommendations for the creation of a small unit are to be put to the council of the National Institute of Adult Continuing Education. The unit will have a £50,000 budget to cover administrative expenses but it will rely totally on the Department of Education and Science for project funding.

The unit's function will be to build on the many recommendations of the advisory council. It will have the task of drawing up plans for research projects to develop further the council's proposals.

A steering committee comprising DES officials, representatives of local education authorities and the NIACE will consider funding the unit's proposals.

But the unit is a far cry from the development agency envisaged by the advisory council in its "Policies and Practices" document, which took three years to complete, and outlined future strategies for adult and continuing education at all levels.

Dr Richard Hoggart, chairman of the advisory council, commenting on the proposed unit, said this week: "I am not surprised, but it is a great deal less than what is actually needed."

– *THES.*

# Grammars stay and go

**by Biddy Passmore**

Sir Keith Joseph, Education Secretary, has rejected one Gloucestershire scheme to close five grammar schools and set up a sixth-form college, but has approved another which involves closing a grammar school and establishing a tertiary college.

The scheme he rejected was for the city of Gloucester, where the secondary school population is expected to fall by a quarter. Sir Keith was not satisfied that the changes would be of benefit to "pupils of all abilities" and he felt insufficient attention had been paid to parents' views. He also complained that the sixth form college would be on a split site and that the reorganization required expensive building.

He did, however, approve the council's proposal to reduce the intake to each of the five grammar schools from three forms to two, so that they would not absorb an increasing proportion of secondary pupils.

In the Forest of Dean, the Education Secretary agreed to the closure of the Royal Forest of Dean Grammar School and its merger with a small technical college to form a tertiary.

# Jacks of all . . .

**College principals must be financial wizards, industrial and public relations experts, politically skilful with the knack of manipulating committees – as well as being good scholars.**

**This catalogue of virtues was given to the Association of College Principals' annual meeting in London this week by its new president, Dr Alan Barnard, of Willesden Technical College (pictured left).**

**Speaking on the changing role of principals, he said requirements for them to be "persons of omniscience" had become increasingly apparent over the last three years.**

# English tests raise doubts

English advisers have spelt out their misgivings about graded tests in the subject, now the focus of intensive development work by separate groups of i.e.a.s and exam boards based in Oxford, London and Cambridge.

Just because the tests have proved successful in modern languages that is no reason to suppose they can be applied to English, the National Association of Advisers in English says in a letter to all chief education officers, exam boards and HMI working in the subject.

Such a transfer would be "very dangerous", the advisers say. They reject the notion that a child's knowledge of English grows by putting together graduated segments of language, which are preformulated and measurable, and invoke the Bullock Report to assert that the process is interactive and organic.

"With the emphasis upon the organic nature of English, it is difficult to be anything but sceptical of the feasibility, appropriateness and desirability of introducing graded testing in this subject," they say.

Vital questions about the impact of testing on course content, costs and staffing also must be answered before final decisions can be taken, the advisers add.

NEWS

# No support for heads' probation plan

by Bert Lodge

A proposal that teachers getting their first headship should start off on probation found no support this week among teachers or their employers.

But another idea, that "worn-out" heads nearing the end of their career should be allowed to step down to something less onerous but with safeguarded pension rights, did receive a degree of welcome.

Both ideas were floated by Sir Keith Joseph, Education Secretary, to an invited audience of teacher union and local authority representatives at a one-day conference arranged by the DES on the selection of heads, following the report last December of the POST project, a three-year research programme into the selection methods in all 104 local education authorities.

The report concluded that existing procedures for appointing secondary heads were muddled, unsystematic and conducted "almost exclusively in the dark."

Sir Keith said the selection process could only estimate promise and potential. Performance and effectiveness could only be judged in post.

The National Association of Head Teachers was the first with the voice of opposition. Mr David Hart said that putting a head on probation could amount to a very positive disincentive to going after the job at all. It was already a high risk occupation with low morale in schools resulting from falling rolls.

"We are now faced in some areas with a shortage of candidates for headship vacancies particularly at secondary level."

Mr John Swallow, NAHT president, pointed out that talking about probation before selection procedures had even been discussed rather invalidated that day's business before they had even started.

Several delegates reminded Sir Keith that it was not usually in the first two years that problems revealed themselves but more likely after at least five years. Mr Hart added: "It's built into the system that a newly-appointed head should be given a decent honeymoon period. The new head on probation will just spend his time as conservatively as possible."

Sir Keith agreed that there was a danger of the imposed probation acting as a disincentive. But he was not convinced the probationary head would feel inhibited from instituting change.

Pointing out that the average age of first time heads was 41, he said this meant 20 years of demanding work lay a head. "What if it proves too much? It seems to me that hanging on is no good to the incumbent, to his or her family nor – this has to be my main concern – to the pupils in the schools."

Premature retirement might be all right for some but too drastic for others "who still have a lot to offer within teaching and who could do so if only could be relieved of the burden of headship." But they were inhibited by the present pension rules, Sir Keith said. So why not change these so the final pension would be made up of two elements?

"The first would be in respect of service and salary in the first, more highly paid and demanding post. This would be protected from inflation from the time of leaving that post. The second element would be in respect of subsequent service and salary in the less demanding post."

While this idea was not condemned, the general feeling was that it would not apply to so many as Sir Keith liked to think. Both Mr Hart and Miss Florence Kirkby, president of the Secondary Heads Association, made the same point that the vast majority of heads under pressure did not see classroom teaching as an alternative. Put to Sir Keith, he replied that even if only a handful of the "worn-out" took the opportunity it would have improved things.

Mr Fred Riddell, chairman of Nottinghamshire education committee and a delegate of the Association of County Councils, said afterwards the idea had not yet been discussed within the association but he thought it would be acceptable to a great number of education committee chairmen.

Mrs Nicole Harrison, chairman of the Association of Metropolitan Authorities' education committee, agreed. "These teachers have served you well and you feel a debt of gratitude to them. I can't believe my colleagues would think differently."

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters and Union of Women Teachers, thought the proposal a get-out for the grossly incompetent. Considering it would mean the authorities having to find more money for an improved pension scheme this might limit their enthusiasm.

A spokesman for the DES said technically Sir Keith could impose his proposal for heads' probation with or without the approval of the profession by an amendment to Teachers' Regulations.

# Lone voice against open learning

by Diane Spencer

Adult educationists could be in danger of over-selling "open learning", a conference in Birminghan was told this week.

Mr Peter Clyne, assistant education officer for the Inner London Education Authority, was almost the lone voice raised in criticism of open colleges and learning which have gained in popularity during the past five years.

He said there was a danger of raising the expectations of thousands of people and of exaggerating what was being done. "You cannot liberate education for adults without talking of crèches and child-minding, awards and grants," he said.

Local education authorities also had to consider what to do once the Manpower Services Commission money ran out. It would be better not to take the money for new courses and schemes in the first place if it raised expectations that could not be met later.

Mr Clyne was addressing a conference organized by the National Institute of Adult Continuing Education, the last of a series to discuss the development of open learning systems.

Manchester City Council has for example started the Open College Federation, which offers all students a credit for their courses with assessment when, how, or where they take them. So far 331 students are working on 30 recognized courses. Credits are recorded in the student's "Study Passport" which, it is hoped, will be accepted by employers and higher education institutions.

Nelson and Colne College, in cooperation with Preston Polytechnic, Lancaster University and local further education colleges, has formed the Open College Federation of the North West. It began modestly in 1976 with 76 students. Now there are more than 2,000.

South Bank Polytechnic has recently started the Open College of South London, and now Birmingham education authority has set up an open learning development unit at Garretts Green College.

This will look into the feasibility of offering flexible and packaged courses in nine colleges to local industry. If there is a demand, it will get the support of the Open Tech and the MSC to the tune of £750,000.

Some delegates were concerned lest the colleges were in danger of neglecting community education in favour of vocational training, especially if they accepted MSC or European Social Fund money.

Mr Michael Sterne, senior assistant education officer for Manchester, commented that only the ILEA would refuse MSC money. But Mr Clyne replied: "Any authority with principles would do so".

Mr Sterne and Mr David Tinsley, further education officer for Birmingham, had no qualms. Mr Sterne said when applying for money to a fund which was "about training" one should not mention the word student. And there was plenty of money around, he added.

Mr Tinsley though that the fund for their unit at Garretts Green would benefit the college and students in the long term.

# County moves into penalty with bigger budget

A county council has voted to add more than £800,000 to its education budget for the next two years, cancelling plans for voluntary redundancies, but taking it into the penalty bracket.

Shropshire's policy and resource committee's recommendation to cut 24 teaching jobs in secondary schools as a result of falling rolls was overturned by last Friday's full council meeting.

Liberal and Labour groups and the one SDP councillor combined to defeat the ruling Conservatives and the Independents, who normally support the Conservatives on budget matters, by a single vote. One independent councillor was absent.

The education amendments, worth an extra £323,200 in 1984/5 and £497,700 in 1985/65, form most of a package costing the county £910,460 over the next two years. In addition it will be penalized £301,310 in lost central government grants.

This is the first time Shropshire has budgeted to "overspend". As well as cancelling redundancies the new plans provide for:

- Lecturers for special education at 16-plus;
- Extra resources for children with moderate learning difficulties;
- Increased advisory staff and services;
- Increases in discretionary awards to restore cuts made three years ago;
- More money for the youth service;
- Extra resources for pre-primary children coming up to five; and
- A freeze on school letting charges.

The main non-education item is a £50,000 increase in funding for library service staff.

Liberal leader, Mr Eric Robinson, who lectures at Wolverhampton Polytechnic, explained that the Liberal and Labour groups had reached an agreement after their separate proposals had been defeated in setting last year's budget and then again at the policy committee.



## IN BRIEF

### Back to the wilds

Hereford and Worcester County Council agreed last week to the education committee's recommendation to scrap school meals and designate parts of school grounds "wilderness areas" to cut the cost of upkeep as part of a package of economies that will release £1.2m within the education budget for next year. The money saved, plus £300,000 culled from cuts in other services, will be used to employ another 175 teachers in primary and secondary schools.

### Essay rules change

The rules of *The Times Educational Supplement* Engineering Essay Competition have been amended to make it clear that entries are welcome from teachers and careers officers in training as well as from those already in post. The winning entry in each section wins £500 with a similar amount being paid to the winners' school or college. Full details on page 11.

### French coach ban

Coach travel by groups of children has been banned in France over two weekends in July and August. Groups of more than 15 children under 16 will not be allowed on French roads between 3pm on Friday, July 27 and 3pm on July 28, and between 3pm on Friday, August 3 and 3pm the following day. The ban does not apply to normal scheduled services, or to British coaches on local excursions in France. The action by the French authorities follows a motorway crash in 1982 when 50 children died.

### Union refusal

Mr Gil Lowenstein, former vice-president of the Southwark association of the NUT in Inner London, who was expelled with Mr Amanda Leon, the association's president, 18 months ago after the association had gone ahead with organizing a half-day stoppage?, against the threat of compulsory transfers, has been refused readmission to the union. His association has been told by NUT headquarters staff that the aplication cannot be accepted. Ms Leon has not yet applied to rejoin.

### Rise in fees

Recommended minimum tuition fees for overseas students on undergraduate courses will rise this autumn from £2,900 to £3,150 for arts courses, from £3,800 to £4,150 for science courses and from £7,000 to £7,560 for clinical courses. But minimum fees for overseas students at polytechnics and other public sector colleges will stay the same, at £3,180 for advanced courses and £1,750 for non-advanced courses.

### Rector named

The council of the Royal College of Art, on the recommendation of the Senate, has agreed to appoint Mr Jocelyn Stevens as Rector and Vice-Provost from September 1. Mr Stevens, (pictured), is currently a director of Centaur Communications Ltd. He was formerly chairman and editor of *Queen* magazine 1957-1968, managing editor of the *Evening Standard* 1969-1973 and managing director of Express Newspapers from 1972-1981.

# Ministers accept science compromise

Ministers have passed judgment on the exam boards' draft guidelines for proposed 16-plus exams in chemistry and biology.

They say there is "much to be welcomed in the proposals", notably the setting out of a core of content for both subjects and the boards' support for exams tailored to the ability of candidates, but they want the Secondary Examinations Council to advise them on some important matters of concern.

They accept the board's recommendation that practical skills are best assessed by written papers and believe that at least part of the assessment of practical skills, 80 per cent for chemistry, should be carried out through tests in the laboratory at intervals throughout a pupil's course.

In chemistry, Sir Keith Joseph, Education Secretary, and Mr Nicholas Edwards, the Welsh Secretary, say they are worried that the planned core may be too [illegible] and that radioactivity about [illegible] core – to complement coverage of nuclear fuels – but that separate coverage of chemists in society, should be subsumed under a much larger core section on the social, economic, environmental and technological contributions and applications of the subject.

The controversy that erupted over the political implications of physics seems unlikely to blow up again. Ministers have adopted the compromise formula put to them in December when the SEC called for the 16-plus to be given the go-ahead.

NEWS

Sexes on a par with A-level passes, according to UK statistics

# Girls maintain O level lead over boys

by Biddy Passmore

Girls have maintained their O level lead over boys and drawn level with them at A level as general exam achievement has risen over the past decade, according to the latest United Kingdom statistics.

The percentage of girls aged – 17 at the start of the year who left school with five or more O-level "passes" (grades A to C) or equivalent rose from 8.0 to 10.4 per cent between 1970–71 and 1981–82. The increase for boys was from 6.2 to 8.5 per cent.

And the percentage of 17-year-old girls leaving with one or more A-level passes (or Scottish "highers") increased from 15.3 to 17.7 per cent, while the figure for boys stayed put at nearly 18 per cent.

Taking the two levels of qualification together, 27 per cent of the age group left school with at least five O-level passes in 1981–82, three percentage points more than in 1970–71.

Over the same period, the proportion of 15-year-olds passing between one and four O levels greatly increased (from 16.8 to 25.6 per cent) and the share not getting a graded pass (CSE grade 5 and above) fell sharply, from 44 to 12.9 per cent. This dramatic fall was largely because of the raising of the school-leaving age, the introduction of D and E awards at O level (they were formerly classed as failures) and the expansion of CSE.

The percentage of 15-year-old girls with between one and four O-level passes rose from 17.4 to 27.5, while the figure for boys increased from 16.2 to 23.8.

The statistics also show that there were more than 37,000 maintained and non-maintained schools in the UK in 1981 – 1982, 375 fewer than in 1970 – 71. Of that total, 27,000 were primary schools (including 1,250 nursery), and more than 5,500 secondary.

The number of teachers jumped dramatically over the period, from 460,000 to 570,000 (full-time equivalent). Since the number of pupils rose by only 40,000 to 10,182,000 the pupil-teacher ratio improved from 22 to 18 pupils per teacher.

Men formed exactly the same proportion of the teaching force at the beginning and end of the 11-year period: 48 per cent in all types of establishment, including universities, and 41 per cent in schools (22 per cent in primary, 55 per cent in secondary).

The proportion of graduates rose sharply, from 25 to 41 per cent in schools, but as in 1970–71 a far larger percentage of the men were graduates, 52 per cent compared with 31 percent of the women.

The teaching force was somewhat older too. One in five teachers in 1981 – 82 was under 30, four percentage points less than in 1979 – 80.

Total spending on education by public authorities in the UK rose as a proportion of GNP from 4.5 per cent in the mid–1960s to 5.2 per cent in 1970 – 71. Of that total, 27,000 were primary schools (including 1,250 nursery), and more than 5,500 secondary.

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More than 850,000 students, one third of whom were studying part-time, enrolled for higher education courses in 1981–82. This was 38 per cent above the 1970–71 level, the biggest increase being due to the development of the Open University. Despite a drop in female participation in the mid-1970s because of cutbacks in initial teacher training, women's share of first-year enrolments rose over the decade from 33 to 37 per cent.

*Education Statistics for the United Kingdom, 1983 edition*, DES statistical bulletin 2/84, available from the Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH, is published in association with a volume of the same name published by HMSO, price £7.95.

# 'No-strike' clause may hit teachers

by Richard Garner

Teachers could be one of the groups of workers next in line for government curbs on trade union rights. Mr Doug McAvoy, deputy general secretary of the National Union of Teachers warned this week.

Mr McAvoy was speaking as TUC affiliated unions were taking part in action supporting their colleagues in the Civil Service unions – working at the Government's communications headquarters in Cheltenham – who have been told they can no longer remain members of trade unions.

Mr McAvoy said that the Government's next move would be to introduce "no-strike" clauses into the contracts of people employed in "essential services" – including teaching.

"Should banning be thought an extreme a measure for public service employees, the use of 'no strike' clauses will be attractive to the Government," he said.

"No employee, least of all teachers, is happy to take disruptive action. Teachers are particularly aware of their responsibilities to their pupils. They know that such interruption to education can never be compensated for fully.

"But teachers are not just concerned for the education of the children in their classrooms today. They know they must be vigilant for the pupils of tomorrow."

He said that the Government had been "persistently embarrassed" by public support for teachers and other public sector workers when they protested about the "destruction of the welfare state".

"This ability to cause red faces in the Cabinet would be dramatically reduced if teachers and the public sector workers were deprived of the right to strike," he said. "Equally, the ability of teachers to preserve education would be severely limited."

"Such a ban would not help education nor the children it exists to serve since they would be put at greater risk from the policies of the Government than from action by their teachers.

"But it would help the Government to avoid future discomfort. A short-term gain would prove to be a major long-term loss.

"No strike' clauses may be attractive to a government faced with vociferous public opposition to its dogmatic policies on education or health. But they too would offend a further principle enshrined in the International Labour Organization's character – the right of individuals to withdraw their labour."

Meanwhile, both the NUT and the National Association of Schoolmasters/Union of Women Teachers reacted to the call by Mr Len Murray, TUC general secretary, for action to support the civil service unions on Tuesday by urging their members not to disrupt schools by anything they did.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said his union believed it was better for its members to stay in school and be paid for the day – and make a donation to the civil service unions if they wanted to help them in their fight.

The question of a "no strike" clause in teachers' contracts was raised last autumn by the Professional Association of Teachers, the union whose members pledge never to go on strike.

Mr Bob Dunn, Junior Minister at the Department of Education and Science, said at the time that the Government would be prepared to look at any requests from unions for such a deal.

# The 21 steps to work experience

by Mike Durham

*A study of a work experience scheme* in a Bedfordshire upper school revealed that staff had to take 21 administrative steps and process 16 documents in order to place one pupil with an employer for a week.

The arrangements for about 200 pupils and 90 local employers occupied two members of the staff, both in and out of schools, for three to four hours a week, according to a Schools Council paper published this month.

But staff at the school, Redbourne Upper School and Community College, Ampthill, rated the scheme a success.

The 21 steps ranged from preliminary canvassing of employers in January, through contact with parents, placements from May to December, and reports at the end of the year.

The documents included letters, information sheets, log sheets, report forms and notes of guidance.

Some of the stages were at the school's discretion, but others were mandatory. It was essential, for instance, to write to every employer in March asking for written confirmation of insurance cover.

The paper suggested lengthening work experience from one to two weeks, and tightening arrangements for pupils to catch up with school work afterwards. It urged a closer relationship between work experience and careers work in school.

"If pupils are to have a proper understanding of their future careers choices, we should regard work experience as an important part of the school curriculum," say the authors.

"We should also try to forge closer links between school and industry. Then perhaps we should not hear the comment we so often hear from employers, 'Why can't the pupils leaving school today read and write properly?'"

The authors say the extra burden of responsibility to organize the scheme is worth it. "Anything a school can do to improve its pupils' prospects of making an informed choice, based on experience, for a training scheme or for permanent employment seems to us eminently worthwhile."

● Teachers in Hertfordshire used video recording and other techniques to compile *What Learning Looks Like*, a Schools Council anthology of classroom observations.

"The main value of conducting observations is to find out things which we might not have known in any other way," the authors say. "The data may initially just confirm the intuitions and instincts which all good teachers possess. But we believe that it also offers a basis for action and such action will often involve a shift in the individual teacher's emphasis and awareness."

*Work Experience: a Study of a School-Operated Scheme*, by Kevin Fitzgerald and John Bodiley, £3.25, and *What Learning Looks Like*, edited by Liz and Alan Thomson, £3.50, available from Longman Resources Unit, 33–35 Tanner Row, York YO1 1JP.

*Brian Rees*

# Rugby headmaster resigns

**Mr Brian Rees, headmaster of Rugby, has resigned because of ill health.**

**A statement issued by the school said that Mr Rees, aged 54, had been suffering from severe strain after a period of overwork, which included a fund-raising tour of South Africa. On his doctor's advice he had taken a break from his duties since the last weeks of last term.**

**Mr Rees became head of Rugby in 1981 after previously being headmaster of Merchant Taylors', Northwoods and Charterhouse. His wife, Julia, daughter of Sir Robert Birley, formerly headmaster of Eton, died in 1978.**

**The Rugby governors said that they had accepted his resignation, which takes effect from April 30, with regret. Mr John Marshall, the school's second master, will continue as acting head until a new appointment is made.**

# Union shy of merger advice

The National Association of Schoolmasters/Union of Women Teachers has tried to play down suggestions in an internal document that it should consider merging with other teacher organizations to hold back membership loss brought on by falling rolls, *writes Richard Garner*.

A paper, issued by members in Northamptonshire following an area seminar which discussed recruitment, warned that the union – whose membership has been traditionally concentrated in secondary schools – could suffer a severe loss of membership now that the problems of falling rolls is being felt in secondary schools.

It suggests consideration of mergers with other unions, such as UCAC (the Welsh language teachers' union), the 7,500-strong Scottish Secondary Teachers Association and the Association of Polytechnic Teachers which, the document says, does "hold an elusive sort on the Burnham further education committee and with whom there has already been informal contact."

It also says that "women teachers, especially in the primary sector, must become our target" for recruitment over the next few years.

It is marked "for NAS/UWT eyes only" and local members are reluctant to discuss it openly. However, it does say that the union has initiated a discussion on recruitment throughout the whole country with the NAS/UWT.

Mr Barry Gandy, assistant secretary of the union in charge of recruitment, said it should not be considered surprising that the union was holding seminars on recruitment at a time when the profession was contracting.

If Northamptonshire members were serious about pursuing merger possibilities, they would have to lobby for support for putting a motion to that effect to the union's annual conference.

# PAT granted injunction

Labour leaders of Liverpool City Council have been served with a High Court injunction which prevents them withdrawing recognition from the Professional Association of Teachers, the union whose members pledge never to go on strike.

The union was granted the injunction last week following the city council's decision to withdraw the recognition granted to PAT by the previous Liberal administration.



# RSA to expand languages scheme

The Royal Society of Arts is about to expand its "certificate in the teaching of community languages" after a successful pilot scheme in five centres, *Diane Spencer writes*.

The project offered an in-service qualification for mother tongue teachers in supplementary schools and mainstream schools and colleges. The exam is designed to test the theory of language teaching and learning because, writes the application, "teachers need to be aware of what happens in the classroom."

This pilot scheme has been operating in Birmingham and Middlesex polytechnics, Moray House College of Education, Edinburgh, Central Manchester College and the Centre for Urban Educational Studies in London.

These institutions have offered courses to 71 students in all for Bengali, Cantonese, Greek, Hindi, Punjabi and Urdu. Some colleges offer only one language, and Moray House is now being asked to run courses with five.

Details of the scheme were given at a conference organized by the RSA last week. Some representatives of a black community group walked out of the conference claiming that they had not been consulted or allowed to discuss the broader topic of race culture and language.

Mr Peter Newsam, chairman of the Commission for Racial Equality, promised the protestors that he would [illegible] these issues.

# James Hornby dies

**Mr James Hornby, until recently secretary of the Incorporated Association of Preparatory Schools and for 15 years headmaster of Clifton College preparatory school in Bristol, has died at the age of 59.**

**Mr Hornby, who read classics at Trinity College, Oxford, was one of the best known and most popular figures in independent education. He was chairman of IAPS three times and chairman of the Independent Schools Information Service.**

**He leaves a wife, Clare, and four children.**



NEWS

Chaplain worried by lapsing rate among ex-public schoolboys

# State schools keep the faith

by Bert Lodge and Mike Durham

Roman Catholic boys from independent schools are almost twice as likely as their state school counterparts to be lapsed church attenders by the time they reach university, according to the Cambridge chaplain.

In a census of church attendance on the first Sunday of an autumn term, Father Christopher Jenkins discovered that of 37 boys who had just arrived from major Catholic public schools, only eight turned up for Mass.

By contrast, of 228 Catholic students of both sexes newly arrived from comprehensives and sixth form colleges, nearly half (108) were at the service.

Even adjusting the figures to exclude girls, boys from state schools proved much more devout than their exclusively-educated counterparts. On this count, 41 per cent of state school boys attended Mass, compared with only 22 per cent from independent schools.

"I am comparing like with like," Father Jenkins writes in his annual report. "The fact is that on their first Sunday of independence, their first Sunday away from home and school, only two public schoolboys in ten went to Mass, while five non-public schoolboys in ten went."

The independent schools in the survey were: Stonyhurst (10 boys), Ampleforth (7), St George's Weybridge (6), Belmont (2), Douai (2), Downside (2), Ealing (2), Wimbledon (2), Worth (2) and one each from Oratory and St Edmund's Worcester.

At the census, in October 1982, five students were from Stonyhurst, none from Ampleforth or St George's, one from Douai, and two others.

Father Jenkins, a Benedictine, considers the missing students "lapsed" even though they failed to attend only the first Mass of term, and believes they were already lapsed when they reached Cambridge.

"It was not the agnostic humanism or the sexual permissiveness of Cambridge which caused their faith to crumble," he writes. "Least of all was it the trendy mateyness or the stifling formalism of Fisher House (the chaplaincy) which alienated them – because they never entered Fisher House. No, they arrived lapsed."

Father Jenkins told *The TES*: "It's possible that the environment at an independent boarding school is one in which a boy achieves success by conforming. When he leaves a Roman Catholic atmosphere and enters a pluralistic, agnostic environment, he will come under some pressure from his peer groups to conform to other values.

"Pupils from other backgrounds may have a greater degree of independence.

"But that doesn't explain the suddenness of the change. Students drop their religion within five days of reaching university. It is quite a catalysm."

Father Jenkins said that leading Catholic independent schools were "defensive" and reluctant to face the facts. "It's up to the headmasters concerned to take the evidence as true, take it seriously, and do something."

But Father Dominic Milroy, headmaster of Ampleforth, one of the schools which scored a zero in the chaplain's census, said he did not believe Father Jenkins has proved his case.

"We cannot judge people's religion by checking people in and out of church on one particular Sunday. And to discuss the concept of a lapsed Catholic would take several days, I'm afraid," Father Milroy said.

**Ampleforth: fared badly in the Cambridge census**

# Lobby is launched to champion the arts

by Heather Neill

A National Lobby for the Arts has been set up in response to the Government's proposals for rates legislation *and the abolition of the metropolitan* boroughs.

An independent, all-party pressure group, attempting to secure a firm financial basis for the arts, the lobby has set up a committee under the chairmanship of Peter Brinson, head of research and community development at the Laban Centre.

Other committee members include Joan Bakewell, Michael Bogdanov of the National Theatre, David Briefly of the Royal Shakespeare Theatre, Sir Claus Moser of the Royal Opera House, David Putnam, and Clare Venables of the Crucible Theatre, Sheffield.

The lobby intends to represent all sections of the arts. Peter Brinson, quoted in *Arts Express*, a new magazine launched this week, says: "One of our problems will be to maintain a united arts front, to reconcile the view of the radical community arts types on the one hand, and the big established bodies on the other."

The lobby has already responded to the Government's White Paper, *Streamlining the Cities*, calling its proposals not sufficiently practical or realistic since private patronage may not be forthcoming to take the place of local government aid: A large number of organizations, both national and regional, will be left stranded, the lobby argues, in its submission to the Office of Arts and Libraries.

In particular, the lobby claims that "there appears no concern in the White Paper for the new processes and approaches represented by the huge expansion of popular arts and inner-city cultural activity appropriate to our multiracial society, which the metropolitan authorities have fostered, but which may now wither."

So far, funds run only to the employment of a part-time administrator until the middle of April. The present committee sees itself as "embryonic" and hopes that its membership will increase as the lobby becomes more widely known. As yet, for instance, there is no representative from the ethnic minorities. The committee's next meeting will be at the Barbican on March 20; further information from Olivia Maxwell, 5 Leaside Mansions, London N10; telephone 01-228 2077, or 01-444 9131.

*"Arts Express" edited by Jonathan Orpall and Ken Robinson, available on subscription at £7.00 for the first year from 26 St John's Road, London SW11.*

# Island pay overtakes mainland rate

**Jersey teachers have won a pay rise which will give them substantially bigger salaries than mainland staff.**

**The island's teachers voted by a three-to-one majority in favour of the deal – which will give staff on all scales £501 on top of the rate for England and Wales.**

**In addition, they have been promised the salary increase to be paid to Jersey civil servants this summer. Union sources expect the civil servants to be offered 6 per cent.**

**Miss Doreen Bodkin, president of the Jersey federation of the National Association of Schoolmasters/Union of Women Teachers and leader of the teachers' side during the negotiations, said: "Jersey teachers have taken an important step forward in restoring salaries to respectable levels."**

**Teachers had been threatening a withdrawal of goodwill if the authority refused to increase an offer of a £365 flat-rate deal for the 680 teachers on the island.**

educational exports

Hungry for business, British construction firms and educational equipment makers have set sail in search of overseas orders, but most of the biggest contracts have slipped through their nets. Philip Venning explains why.

King Abdul Aziz University, Jeddah: one of the building contracts Britain won in the wake of the Middle East oil boom.

# Making do with a diet of crumbs

Britain is losing out in a world education market worth billions of pounds a year. In spite of the odd success, such as the well-publicized £300m project to build a university in Oman, where Mark Thatcher (and a few others) acted for the British company involved, British firms have only captured a tiny share of the potential business in the last 10 years.

Millions of pounds have been spent by oil-rich Arab countries and by the developing world on educational books and equipment, school and college buildings and technical training. But most of the contracts have gone to competitors, such as Sweden, which lack the advantages of the English language and Commonwealth links.

Various efforts by the British Government, British Council, and the trade to boost educational exports have so far made little impact. Traditional markets such as Nigeria have collapsed, and the microcomputer business represents perhaps the only glint of hope at present.

Figures are hard to come by, and it is often difficult to distinguish between the education and non-education parts of an overseas project. Does a teaching hospital in the Middle East count as education, for example? But whatever definitions are used it is undeniable that Britain's record is much worse than it should be.

In 1981–2, for example, British firms were awarded only about $12.5m (£8.4m) worth of World Bank-funded education contracts, out of a total of $526m (books, and some smaller contracts are excluded from these statistics).

The amounts vary year by year and one big contract can distort the figures. As the table shows, in 1981–82 British firms got the bulk of their World Bank-aided business from Egypt. Only a tenth of the earnings came from construction, which is not typical. Building contracts are where the big money is to be found, though a high proportion of it may go towards paying local labour (and may not directly benefit Britain). Even so, the main British construction companies are not overburdened with education work.

The most obvious example of Britain's failure has been in the Middle East where British firms have had to make do with the crumbs. In 1974 when it was clear that Arab countries would be spending heavily on education, British exporters felt that their chance had come.

A few early victories, such as the contract for King Abdul Aziz University in Jeddah, or a £12m order from Iran to supply science teaching equipment, were an encouraging start. But since then most of the big projects have gone elsewhere.

E J Arnold, which receives about 12 per cent of its turnover from exports, made a big effort in the Middle East in the 1970s but was forced to remove its Kuwait-based manager three years ago. The reasons for the failure were complicated but were partly because the company's strength is in primary education, where there is a tendency to use local materials.

**The longest-established and most successful arm of our educational exports has been the books business.**

Arnold's main complaint is about Common Market countries, which it suspects of lamb-war tactics because of the intimidating bureaucracy that confronts anyone attempting to sell for their schools and colleges.

The company's chief overseas customers are in the United States and Australia, but its export earnings total no more than about £2m a year.

A similar story is told by Philip and Tacey, which was one of many firms hit by the loss of traditional West African customers like Nigeria and Ghana. The company's Montessori materials sell well in America, but its export income does not yet top £1m a year.

"We've been through rather a bad patch in the last few years," a spokesman said. "But we now have higher hopes because of the improvement in the exchange rate."

Generally Britain does slightly better in selling science and engineering equipment, particularly items related to specialist vocational training. Two years ago a Cambridge firm won a £37m contract to supply training laboratories to Mexico, but it was sufficiently unusual to make the headlines. It was also the result of a long stay in Mexico by a company representative.

The Engineering Teaching Equipment Manufacturers Association contains a number of firms that are world leaders, and produce high quality goods that have a world reputation. But it is all on a tiny scale.

The longest-established and most successful arm of our educational exports has been the books business, currently worth between £100m and £200m a year if specialist higher and further education publications are included. The publishers have adapted well to the desire of countries to move away from British-produced textbooks to locally conceived and produced ones. Even so there is still a big demand for British-produced secondary textbooks.

The huge growth of English language teaching throughout the world has been of great benefit to Britain, and the Americans have failed to capitalize on it, according to Mr Tony Reed of the Publishers Association.

In general, foreign competition is less of a worry to publishers than piracy – the tendency of countries like Taiwan to pirate British school textbooks and sell them to Nigeria, for example. They recently launched a £500,000 campaign to fight such piracy.

The last four years have been particularly tough for publishers, due to the combined effects of the recession and political upheaval in Nigeria, Mexico and Argentina, according to Mr Reed. But the future is looking brighter. With a better exchange rate, there has been a dramatic recovery in overseas demand for British books in the last few months.

Longmans, which does two-thirds of its business abroad, encouraged the creation of local companies some time ago. In places such as Hong Kong and Singapore, Longmans holds all the shares in the local companies. Mr Jeremy Osborne, international sales director, explained. In others, such as Nigeria, it owns as few as 40 per cent.

In these cases the direct benefit to Britain through dividends is small, but there are considerable indirect benefits in that local companies are well positioned to sell Longmans books produced in Britain. This is most true in the tertiary field, where competition with the Americans is strong, mainly because they have the economies of scale of a giant domestic market.

By contrast, school furniture, like stationery, is a field where British firms have found it hard to survive. "The Italians have been supplying furniture to the Gulf states at prices which are unbelievable," said Mr John Savage, of the British Educational Equipment Association.

Some modest success has been achieved by PEL International which has furnished various Middle Eastern projects, including educational buildings. Last year, for example, it fulfilled a £300,000 contract to furnish an English language school for the Saudi Royal Airforce. This entailed offering a complete package including audio-visual equipment and other items specially bought in.

Ten years ago British firms recognized that if they were to compete they would need to forget their rivalries and combine to offer package deals, but it is their failure to do this which largely accounts for their poor performance. In fact it is not unusual for British firms to be sub-contractors to a successful consortium from another country.

It was partly to encourage greater cooperation that various half-hearted Government efforts were made in the mid-1970s to consider what help should be given to educational exporters. The deliberations culminated in a proposal by Lord Young in 1978 for a British Education Exports Council.

It foundered over the question of who should fund it, but out of the ruins came a liaison committee – the Education and Training Export Committee – which brings together representatives of relevant ministries such as the Department of Education, Overseas Development Administration, and British Overseas Trade Board, as well as the manufacturers and publishers. The British Council offered to service the committee, and Dr Roddy Cavallero, deputy director-general became its chairman.

The committee meets quarterly to discuss particular market areas, the development of multilateral development agencies, trade fairs, and other matters of common interest.

The role of the British Council is not accidental. It stems from the view that the British Council should be more commercially minded and use its goodwill to help promote British firms, or training in or by British educational institutions.

According to Dr John Blackwell, director of the council's education contracts department, it is in the field of "live ware" – training rather than buildings or pencils – that it has most to offer. It has developed training packages tailored to specific local needs – training construction workers in Sri Lanka, for example; and more recently has moved into project planning. "This is a very demanding type of exercise, for example, drawing up a master plan for technical education in the Philippines," Dr Blackwell said.

The council has also cooperated with firms by providing the training back-up to go with their products and has helped to develop a computer training centre for ICL in Singapore.

The council is heavily involved in the promotion of book exports, generally, through the £1.2m a year English Language Book Society scheme which helps to make available subsidized paperbacks in Third World countries.

In 1982 the council worked with the Publishers Association to prospect 23 World Bank projects and secured 16 contracts. But, as the council's last annual report said, it has been an uphill task and the amount earned by the council's activities has been relatively small – £35m last year (compared with £239m spent by the Overseas Development Agency on technical cooperation).

The growing income the council has generated from English language teaching abroad could have spin-offs in other subject areas, the report says. But this would require greater tailoring of courses to local needs. In turn the council would be marketing "British education as a best buy in an expensive world."

Though the three main trade associations, the British Educational Equipment Association, the Industrial Council for Educational and Training Technology, and the Publishers Association, have varying degrees of enthusiasm for what the council has achieved, they generally feel that at an official level too little has been done too late.

Part of the trouble has been that education exports have generally been too small to interest the Department of Trade; the Department of Education (unlike the Department of Health and Social Security) has no direct experience of buying educational materials; and the ODA has traditionally only been interested in aid to the poorest countries.

Of course, some of Britain's development aid does go directly to education exporters. In January, for example, the ODA announced a £2m loan to Jordan to purchase British equipment for five vocational schools for boys. But this was only a small part of a much bigger World Bank project to build 18 new schools in the country, worth over £60m.

Least happy with the work of the Education and Training Export Committee is the BEEA, mainly because what success there has been has been in further and higher education rather than at school level, in which their members specialize.

World Bank money, for example, has gone increasingly on primary projects for which countries often want to produce their own materials. Mr John Savage, of BEEA, said the Chinese were taking an increasing interest in British educational products, but a member of a delegation had told him that they made all their own equipment, even down to globes made from bamboo.

At one stage the association had suggested to a British Ambassador in a Middle Eastern country that it could put together a complete primary school package, but was told that a British primary system would be unsuitable in a Muslim country.

The weakness of the equipment manufacturers is that they tend to be small companies, used to fighting each other for the home market, operating in a world dominated by industrial giants like Phillips.

Members of the Industrial Council for Educational and Training Technology have done rather better out of the priority given to technical training, but Mr James Wright, its chief executive, remains critical of British further and higher education institutions that have been slow to adapt to this demand and reluctant to take the necessary practical steps such as establishing contracts departments.

"The French, Germans, Americans and Swedes have been very good at selling education on the back of industry, but we have been bad at it." Their educational people were prepared to talk to commercial people, and they were skilled at putting together packages. The Swedes, in particular, had good working links between Government and industry. Much Swedish aid was now tied.

But does Britain's poor performance matter? According to Mr Wright, many of our competitors have made mistakes in the education market. "There is more money being lost in educational markets than is being made. It cannot support large and substantial profits."

**Contracts awarded to British firms for World Bank-assisted education projects 1981–82 (Source: World Bank)**

| Country | Contract Value – in US $'000 | | | |
|---|---|---|---|---|
| | Instructional equipment | Construction and other materials | Consultants' services | Total |
| Algeria | 662 | | 31 | 693 |
| Bangladesh | | | 234 | 234 |
| Egypt | 7,389 | 59 | 258 | 7,706 |
| Ethiopia | | 8 | | 8 |
| Gambia | 327 | 10 | | 337 |
| Greece | 27 | | | 27 |
| Ireland | 340 | | | 340 |
| Kenya | 163 | 449 | 173 | 785 |
| Liberia | 96 | | | 96 |
| Malawi | 421 | | 35 | 456 |
| Mauritius | 42 | | | 42 |
| Mexico | 123 | 626 | | 749 |
| Portugal | 14 | | | 14 |
| Somalia | | 44 | | 44 |
| Tanzania | 96 | | 86 | 182 |
| Yemen, Arab Republic | 209 | | | 209 |
| Yemen, People's Democratic Republic | 467 | | | 467 |
| Zambia | | 57 | | 57 |
| Total | 10,376 | 1,253 | 817 | 12,444 |

Continued on Page 11







Engineering equipment for technical institutes in Mexico City was supplied by Darwin Instruments.

Mark Thatcher: his much-criticized Oman deal is one of the few large contracts British construction firms have won recently.

educational exports

## Something to build on . . .

Some of the bigger educational projects that British construction firms have been involved in:
**Wimpeys** Laventille Junior Secondary School, Trinidad, 1981 (£7m) and Claxton Bay/Moruga Schools, Trinidad, 1980 (£3.8m).
**Costain:** Belvedere Teachers' Training College, Zimbabwe, 1982 (£4m); University College, Harare, Zimbabwe, 1983 (£3m); Albury West Public School, New South Wales, 1980 (£1.7m) and Toorpina High School, New South Wales, 1978 (£3m).
**McAlpine:** School of Health Technology, Nigeria, 1982 (£10m).

# Review urged on languages role

by Mike Durham

The role of modern languages needs to be carefully considered and more clearly defined, the Inspectorate has concluded following a survey of modern language teaching in Welsh secondary schools.

Teachers sharing a common purpose would be more able to put across the worth of learning a language and to interest and engage the pupils, the Inspectorate says.

The common assumptions about the value of a foreign language – that it is good mental training, and promotes direct contact with a foreign culture – are not relevant to the vast majority of pupils, the Inspectorate claims.

"The mental training involved is largely, and often entirely, of a mechanical nature," the survey states. "The ability to communicate in a foreign language is achieved by very few pupils, and usually after they have left school.

"These uncomfortable facts contribute to the dilemma of the modern language teacher, who adopts aims which he knows will not apply in the long term to more than a minority of pupils."

The survey says the growth of modern language teaching since the inception of comprehensive education has presented teachers with a much wider age and ability range and adds that to some extent "the problems of the 1960s are still present in schools."

But the Inspectorate does cite examples of schools in which a well-planned programme of modern languages is taught.

In one school four permanent language classrooms were rich in displays and visual aids, with large supplies of transparencies, cassettes and films. The department's basic aim was to teach language as communication, with motivation provided for the less well able as well as the capable.

In another, however, a teacher was spending nearly half his time working entirely without resources because his head of department had failed to convince the headteacher of their importance in modern languages teaching.

The report says children are unlikely to grasp the benefits of learning a foreign language for international understanding or cultural enrichment. "For them, the strongest immediate motive is likely to be pleasure . . . when pupils were seen to be enjoying their French or German lesson, this was, of itself, a justification for learning the language."

But it concludes that the main point of learning a language is in order to communicate directly with others. If this were accepted generally by teachers, "it would be easier to determine aims and objectives not only for the able linguist, but for the less able pupils also."

Copies of the report, *A Survey of Modern Languages in the Secondary Schools of Wales*, are obtainable from l.e.a.s. or from the Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

# Concern on teaching of Welsh

A large number of teachers who cannot speak Welsh themselves are teaching the language in English-medium primary schools in Mid-Glamorgan, the Inspectorate points out in a report on Welsh in primary schools.

The Inspectors found that fewer than half (415) of the county's teachers of Welsh spoke Welsh as a first language. Of the rest, 286 had initial training qualifications, 282 spoke it as a second language, 79 were learning it and 189 had expressed a wish to do so.

But the Inspectorate feels that many teachers more than make up for their lack of fluency by their enthusiasm. "Their readiness to face the challenge is commendable, and in some cases their application inspires enthusiasm amongst the pupils.

"It is inevitable, however, that in many instances reliance on the course is so heavy that pupils are not encouraged to apply what they learn outside its confines," the report adds.

The Inspectorate suggests that some schools need to consider the best ways of deploying staffing in Welsh. It says that where there is a risk of spreading resources too thinly, Welsh-language teaching should be concentrated in the last year of junior school as preparation for the comprehensive.

Welsh-medium education, the report finds, has been a sector of "remarkable growth" representing a new approach to language learning. In September, 1982, a total of 3,617 pupils were on the rolls of Welsh-medium schools.

Although it is difficult to assess the number of pupils who speak Welsh at home, the Inspectorate says parents were generally supportive and appreciative of Welsh-language teaching in schools. It suggests finding ways of tapping this support.

The report generally praises the standard of Welsh-medium teaching. But it says that a fundamental need is English-medium primary schools to decide on the place of Welsh in the curriculum before deploying scarce resources.

*Welsh in the Primary Schools of Mid Glamorgan* is available from the Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

# Praise for provision for severely retarded

Schools for severely retarded children in Wales have been found to be in good shape by the inspectors in a report published this week.

This traces the history of the development of mentally handicapped children since the responsibility for educating them was transferred from health and social services to education in 1971.

The report says that most schools achieve an acceptable standard and a few are very good indeed. "It is an achievement with which the Welsh local authorities may rightly be satisfied."

Criticisms are few although the Inspectors say schools could do better in disseminating good practice and improve recording, evaluation and programmes for school-leavers.

Inspectors note an improvement in staffing from 1.85 in 1975 to 1.59 in 1982; "satisfactory resources in all the schools" and "the almost universal attempt to create a pleasant and agreeable environment".

The curriculum has broadened. Care and social training are still important, but language and numeracy skills are now seen as being equally necessary.

Music, craft and physical education play an important part in school life, says the report, but adds that there is a considerable difference in the quality of life between the best schools and the least successful.

At the time of the survey, completed in 1982, there were 29 schools and five units catering for 1,618 severely retarded children – the old ESN(S) category of handicap.

The Inspectors also praised the buildings, support services and the development of 14 to 19 schooling in place of all age schools.

*A whole community, the education of educationally sub-normal (severe) children in Wales*, HMI occasional paper. The Welsh Education Department, Cathays Park, Cardiff CF1 3NQ.

# School victim of vandals

Vandalism to the sixth-form base at Moreton School, Wolverhampton has made it unsuitable for use, according to HM Inspectorate.

The school, a large mixed comprehensive, in an area prone to vandalism, has a mixture of buildings, some of which are old and inadequate.

The report says the base, in a hut behind the school, has broken internal doors, torn-down curtains, broken windows and "a general atmosphere of vandalised decay" making for an unpleasant environment.

Vandals have also thwarted attempts to improve the environment by damaging new litter bins and trees.

In the old school buildings corridors present a patchwork impression as glass is replaced by aluminium, and toilets are old, poorly maintained and covered in graffiti.

The Inspectors recommend that the school and neighbourhood community should work together against vandalism by introducing an education programme, using more robust materials, better fencing and lighting, and alarm and detection systems.

But the Inspectors point out that despite its environmental problems, the school has achieved much since opening eight years ago.

Its young and committed staff give a strong lead and appear accessible to colleagues, pupils, parents and the local community.

The Inspectors commend the school for offering an essentially common curriculum to pupils in the first three years, although they suggest the organization and staffing of a first year arts course, and content of the common humanities course, should be urgently reviewed.

Mixed ability grouping in science and English was causing problems, although the school was aware of these and should be considering them further.

The Inspectorate concludes that despite its difficulties, "the school has, nevertheless, had the courage not to lose sight of its original principles and must be congratulated on the progress which it has already made in preparing itself to be the focal point of the community.

"The school now requires a period of stability to consolidate these strengths, and its curriculum and organization. It has considerable problems to overcome and will require continuing and active support from the local authority if it is to achieve its stated aim."

# Community links established

**Ruffwood Comprehensive School in Kirkby, near Liverpool**, was praised by the Inspectorate for "the resilience and optimism of the staff" and for "the painstaking work of the pupils".

After an inspection of the 12-form entry purpose-built school a year ago, the Inspectors found it had established a good reputation in the neighbourhood. The school is fully subscribed, despite falling rolls elsewhere, it is well managed and has good links with contributory primary schools and parents.

But Inspectors suggest that two problems be tackled. They found that pupils faced increasing difficulty to move from lower to upper ability band because of the different curricula, especially in creative and practical subjects and French and science. Advice given to third-year pupils about options in the fourth year was inconsistent.

Although lessons were sound in content, lightly structured and competently taught, they followed a traditional style and a close adherence to worksheets which produced a uniform response from pupils.

Results in O and CSE exams were satisfactory rather than good.

Kirkby is in the Metropolitan District of Knowsley, which emerged from a nationwide survey in 1982 as having the highest proportion of disadvantaged children among English education authorities.

# HMI reports

**HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.**

# Special needs not fully catered for

Despite sound achievements, the Piggott Comprehensive School, Wargrave, Berkshire should strengthen its provision for pupils with special needs, the Inspectorate says.

The report also recommends consolidating the work of the sixth-form, which is relatively new, and says that the school needs to consider whether the large amount of private study time enjoyed by A-level sixth-formers is used as well as it might be.

The school's senior management need to ensure that pupils get a suitable range of curricular experience, the report says, especially children with behavioural or learning problems. The Inspectors feel that these pupils are less well catered for than the others.

The Inspectors say the school should offer a wider and more imaginative use of learning resources.

"The provision and use of resources for pupils' personal learning are not well developed. The individual use of software such as prints, transparencies, audio and visual tapes by pupils is inhibited by restricted space," the Inspectors say.

But the Inspectors say the Piggott is a caring community with a strongly held belief in its merits and a commendably broad curriculum. In general, they find little to criticize.

**Tiber Street Junior School**, Toxteth, Liverpool achieves some work of outstanding quality even though it exists in "a difficult social context" occupies an inconvenient building, and has a generally drab environment.

There are also kind words for **Shoreside Primary School**, Ainsdale, Sefton, which the Inspectors call "a very good example of primary education at its best". Though working within some physical constraints, it had become a lively and exciting school with good achievements in every age group and across most areas of the curriculum.

# Prison's difficulties

by Diane Spencer

Education in Birmingham Prison is "piecemeal and muddled" according to the Inspectorate.

An inspection in June last year, shortly after the Commons Select Committee on education's report on prison education, revealed "no underlying sense of purpose and very adverse conditions".

But the Inspectors gained an overall impression of considerable effort being expended and of considerable goodwill. Staff shortages and complex shift systems compounded the problem of scheduling cover for all the tasks of prison officers. So inmates could not always be escorted to "lower priority activities such as education and work".

As little as 30 to 40 per cent of the planned education programme was achieved in some academic terms because of lack of escort staff, says the report.

The prison houses nearly 1,100 men in a nineteenth-century building designed for fewer than 600. Every year, more than 50,000 pass through the prison. Priority is given to security and producing prisoners before the courts as required, the governor told Inspectors.

"The particular efforts made to avoid the cancellation of education classes during the inspection are appreciated," say the Inspectors.

They found old and unserviceable equipment, an underspent budget on part-time teachers because of frequent cancellation of classes, cramped and dirty accommodation, a "drab ambience" and inadequate library stock.

# Curriculum doubts

**The Campion School, Hornchurch, Essex**, a Roman Catholic secondary school which became a comprehensive in 1978, has not yet fully adapted its curriculum to suit the new intake, the Inspectorate says.

It specifically criticizes the curriculum for its emphasis on foreign languages at the expense of creative and aesthetic subjects, and points out that opportunities for practical skills in art, craft and design are "severely restricted".

Learning opportunities, the report adds, are also cramped by the furniture. Several rooms have furniture so unwieldy that it is difficult to rearrange them for group work.

Some inappropriate demands are made on average and less able pupils, it says. But most pupils are hard-working and self-disciplined, doing their best to live up to expectations.

There is praise, too, for the quality of the school community, with mutual respect between pupils and staff, plenty of extra-curricular activities, and ample support from parents.





NEWS

Nick Wood reports on the sad and salutary case of a music teacher sacked for writing on a pupil's exam paper

# The four words that cost a teacher's job

Teachers who believe that only their pupils need tread warily in the exam room should perhaps think again. Four ill-advised words in an A-level music exam have just cost an experienced and successful head of department his job.

An industrial tribunal has ruled that the sacking for alleged gross misconduct was fair even though the teacher "was not wilful in his action and did not set out to cheat or anything of that kind."

But the Joint Matriculation Board, the exam board involved, has said that its offence was not sufficiently serious to warrant barring him from administering and invigilating its exams.

Mr William Neale, aged 38, head of music at Wolverley High School in Kidderminster, was one of the invigilators when Sally Edwards, the school's only candidate for the JMB A level in music, sat her exam last June.

Question five dealt with the sonatas of the eighteenth century Italian composer Domenico Scarlatti, examples of which the girl had been given to study during her course by Mr Neale, as was required by the syllabus.

The question ended by asking candidates to name the edition of Scarlatti's works they had used in their studies. According to the tribunal, Mr Neale realized that Sally Edwards did not have this information (nowhere does the syllabus state that candidates need to know the edition they are studying).

It went on: "He went to Sally Edwards' desk, picked up her examination paper, turned to another desk and wrote on her examination paper under question 5 the words: 'Associated Board Arnold Goldborough'".

The tribunal continued "We accept and find that he did that openly, and that he genuinely thought, at the time, that he was not doing anything wrong.

"In his evidence before the tribunal Mr Neale readily agreed and accepted that, with hindsight, it was strictly in breach of the rules for invigilators, and that he should have sought advice from the examination secretary of the school before he did anything.

"We also accept and find that at the time when he made that written statement on the examination paper, he thought that the information which he was giving to the candidate was not mark-carrying information, but was merely for the convenience of the examiner."

Mr Neale's intervention was spotted by another teacher who later reported it to Miss June Longmuir, the headmistress. Twice that day she interviewed him and he denied it was his handwriting on the exam paper.

He told the tribunal that he ought not to have done so but he wanted to "protect himself". The "tenor of the interview" and the fact that he "panicked and was confused because he thought he was being accused of cheating" were his other reasons for denying the charge.

He maintained his innocence even when Miss Longmuir warned him that she would have to question the girl who was taking another exam that afternoon and one the following morning.

After a "long and distressing interview" at which she tried to protect Mr Neale, Sally Edwards admitted that the words on the exam paper had been unsolicited and written by Mr Neale.

That evening Mr Neale telephoned Miss Longmuir at home and admitted his guilt. The next day, at a meeting attended by Miss Longmuir, the chairman of governors, and his local union representative, the divisional education officer told him he was summarily dismissed for "gross professional misconduct".

**Since his dismissal last June he has applied for 22 jobs without success.**

In response to objections about the sentence and the procedure used, the divisional officer rescinded the dismissal and told Mr Neale he was suspended on full pay pending a hearing before Hereford and Worcester education authority.

Twelve days later he appeared before 28 members of the schools subcommittee which decided he should be "summarily dismissed for gross misconduct" because he had interfered with an examinee's answer and refused immediately to admit to "such interference, necessitating the prolonged questioning of the examinee, to her great distress at examination time". This decision was later confirmed by the authority's appeals committee.

The sub-committee, which considered the lesser sanctions of reposting or demotion, was aware of Mr Neale's "good character and unimpeachable integrity" and had seen a 'Round Robin' signed by the majority of his colleagues which said he was a "dedicated and invaluable" member of staff.

The tribunal said its task was to decide whether Hereford and Worcester acted reasonably in finding Mr Neale's conduct grounds for dismissal. It held that his contravention of a "clear and unqualified instruction to invigilators" allied to his "persistent denials", which forced his head to carry out a "distressing" interview with the girl pupil and undermined her trust and confidence in him, together gave the authority reasonable cause to dismiss Mr Neale.

"The two allegations of gross misconduct were, of course, related; and taking those two matters together we have concluded that the schools subcommittee were entitled to decide, as reasonable employers, that Mr Neale had been guilty of gross misconduct, in the circumstances. . . . The employer's action in dismissing Mr Neale fell within the band of reasonable responses of a reasonable employer in the circumstances."

Mr Neale, whose wife Patricia taught French before having their two children, a daughter of five and a son of three, said this week that with the support of his union, the Assistant Masters and Mistresses Association, he was taking the case to the Employment Appeals Tribunal.

He was also waiting to hear from the DES whether he would retain his registration as a teacher.

Mr Neale said he had been treated "extremely shabbily".

He admitted that what he had done was "ill-advised" but he had never intended that the candidate involved would gain any advantage. He was an examiner himself and had realized that the information required was purely to assist whoever was marking the paper.

Mr Neale also attacked the "plous bullshit" of the tribunal and Miss Longmuir when they expressed the hope that his dismissal would not permanently damage his career.

Since his dismissal last June he had applied for 22 jobs without success. He had been interviewed just twice. Four schools had short-listed him but he had heard no more from them once he told them of his predicament.

Mrs Neale said: "I am a teacher and the only thing for me to do is to work for the authority that sacked him . . . but I wouldn't do that.

"We will have to sell the house, presuming the DES still recognizes him. But it won't be easy seeking employment elsewhere, because teachers with that slight on their character do not stand much chance."

William Neale: believes he has been treated extremely shabbily.

# Chairman's remarks hurt

Mr Neale this week accused Dr David Muffett, chairman of Hereford and Worcester education committee, of "publicly associating him with rapists and thieves".

He was referring to Dr Muffett's comments on the case at last week's county council meeting when he listed the instances of pedagogical turpitude he had encountered in his 14 months as chairman.

Dr Muffett told councillors that it would tax the authority's ingenuity to follow the tribunal's advice and draw up guidelines for the conduct of teachers, setting out what might be regarded as misconduct and gross misconduct.

He went on: "The misbehaviour of some members of the teaching staff has embraced such diverse activity as stealing tuck shop funds, sexual involvement with pupils on school premises, interference in examinations (and in the present case refusing to acknowledge this), growing cannabis and falsely claiming a superior academic qualification."

Mr Neale said Dr Muffett had made the same connexions, again admittedly without naming him, on local radio in December, before the case was heard by the industrial tribunal in Birmingham in January.

"It was scandalous. I was obliged to hold my peace while being pasted on the radio."

Dr Muffett was replying to the tribunal's criticisms of the authority for failing to spell out what constituted misconduct by teachers and for not having disciplinary rules and procedures.

It reminded the authority that "disciplinary rules and procedures are necessary for promoting fairness and order in the treatment of individuals and in the conduct of industrial relations."

Dr Muffett said he had tried to reach such agreements with the teachers unions but had been rebuffed. He planned to try again.

# Special schools must present realistic view

by Diane Spencer

Special schools must adapt their curricula to give pupils a more realistic view of the outside world, according to a headteacher.

Mr Robert Upward, of Upland School in Brighton, said when his school opened in 1976 that staff assumed that nearly all 16-year-olds would get a job in the open market when they left. "Employment formed the cornerstone of the curriculum."

In 1978 27 out of 30 leavers (90 per cent) got jobs. In 1982, the numbers declined to three out of 30 (10 per cent).

"In the heady days of the 1960s and early 1970s many ESN(M) schools (for the moderately mentally handicapped) recognized the positive qualities that an apparently handicapped group of young people could offer the work force, created exciting, outward-looking school leavers' programmes that were regarded with envy by many teachers struggling with remedial groups in comprehensive schools."

Employers liked these programmes and were eager to offer jobs to the youngsters with "old-fashioned" qualities as loyalty, industry, a willingness to learn, and respectfulness, he said.

The dramatic decline in job opportunities has had a beneficial effect in causing teachers to question the values and aims of the curriculum, Mr Upward writes in the latest issue of the journal, *Wessex studies in special education*.

This exercise in his school led to the creation of a new curriculum model which cuts across many traditional areas. There is now more emphasis on the use of calculators and microcomputers in basic literacy and numeracy work, a focus on hobbies and sports, as well as work skills in employment studies, and community service is posed as a possible alternative to work upon leaving school – instead of it being presented as an experience for pupils to help people less fortunate than themselves.

*Wessex Studies in Special Education*, King Alfred's College, Winchester.

# Conferences

NEWS

# NUT looks at ways to stop sex bias in its key posts

by Richard Garner

Women are under-represented as officers within the National Union of Teachers, says a report prepared for its annual conference this Easter.

The report – approved by the union's executive – is one of the most comprehensive compiled by the union on equal opportunities and makes several recommendations for removing sex bias within the union and in schools.

In drawing up the report various levels of responsibility held by women were looked at: members within local NUT associations; teacher representatives on education committees and within divisions at negotiating level.

The report says there is "a disparity of representation between men and women as unmistakable as it is disturbing".

It says that there is "widespread concern and recognition" of the fact that women are substantially under-represented in key decision-making positions within the union.

It acknowledges progress such as some local branches avoiding the use of sexist language at meetings and fewer "token women" being appointed as representatives.

But it admits that more work needs to be done. It recommends the establishment of an equal opportunities department at the union's headquarters and an advisory committee on equal opportunities in addition to those set up by the union on primary, secondary and middle schools.

The report rejects the argument that special places should be reserved for women on the union's executive – arguing that this could lead to them becoming the only women on the executive.

It also recommends that the union mount an inquiry into whether local education authorities are the equal opportunities employers they say they are.

It calls on l.e.a.s to appoint advisers for equal opportunities "who might have a dual role in relation to both boys and girls in the schools and men and women teachers in the employ of the authority".

On tackling sex bias within the curriculum, the report says the union should provide a range of documents which will help teachers to recognize that sexism exists in schools – and how best to eliminate it.

The report concludes that the union should begin immediate discussions with local authorities to secure a commitment from them to the implementation of equal opportunities for all.

# A generation 'laid to waste'

A whole generation of young people in the North of England is being laid to waste because of the Government's education policies, the chairman of the North Tyneside education committee claimed this week.

In a Newcastle University lecture to northern educationists Mr Stephen Byers said: "Education has a vital part to play in arresting the downward spiral of economic decay and despair but the educational needs of the region will no longer be met because of the policies of central government."

Educational decision-making was increasingly being criticized, he said. As a result, plans made in London often did not take into account the special regional requirements of the North.

"In this region we have the lowest staying-on rate in education after the age of 16; the dramatic decline in the apprenticeship system has had a disproportionate effect on our region and we have a large number of long-term unemployed who need to be retrained," he said.

Mr Byers argued that two developments in particular would have a seriously damaging affect on educational provision – the financial restrictions on local authorities and the White Paper, "Training for Jobs".

"A number of education authorities in the region, including Newcastle and my own authority, will be seriously affected by the Government's rate-capping proposals. Starved of vital resources local authorities will no longer be able to finance the education initiatives that are so important for the future of our region."

Mr Byers added that the White Paper would increase centralization by transferring 25 per cent of the funding for colleges from l.e.a.s into the hands of the "unelected, unaccountable and unrepresentative" Manpower Services Commission which would allocate the resources on the basis of national rather than regional needs.

# Firms to clean Kent schools

About 2,100 school cleaners in Kent are likely to be declared redundant as a result of a decision by the Conservative controlled county council to put out the cleaning contracts of more than 500 schools and colleges to private contractors.

The decision means that five firms have been hired to take on the cleaning of educational establishments in 13 of the county's 14 divisions. It is expected to save £800,000 next year and more than £1.25m in each of the following two years.

The contractors have said that they are prepared to consider taking on the existing staff first. Residential special schools and aided schools, as well as a number of small rural schools, will be excluded from the contracts and the authority will still employ caretakers.

Shining examples: Alison Tato, Diana Hoyte and Suzanne Miller, pupils at Piggot School, Wargrave, a Berkshire comprehensive, polish the assembly hall floor. They and other pupils have taken on the cleaning tasks because local people do not want the jobs – as householders have offered cleaners higher wages.

Mr Douglas Waghorn, headmaster, said: "It's nothing to do with shortage of money, it was simply impossible to recruit adults. Any pupil interested in joining the cleaners is interviewed in the normal way and gets paid the standard rate for their age. They do the cleaning after school hours and we make sure it does not interfere with their studies."

Mr Frank Panton, the caretaker, said: "They do a marvellous job. They seem to enjoy it and I think it gives them extra respect for their school."

And according to 18-year-old James Annal, one of the pupil cleaners: "It's a pretty monotonous job, but the money is nice. It's only two hours each evening and doesn't affect our schoolwork at all."

The pupils earn up to £17 a week.

See HMI report, 12

Inspectors impressed with community school

# Effective despite split site

Despite the problems of having to operate on three sites, New Heys Comprehensive School, Allerton, Liverpool is a caring, well-ordered community which largely meets its objectives, the Inspectorate says, in a report which was briefly referred to in *The TES* (February 17).

Specialist teaching rooms had a good degree of subject identity, although general accommodation was less satisfactory. The accommodation for PE teaching was particularly good, with three gymnasia, extensive sports fields and an immaculately kept girls' changing room.

The Inspectors noted that the pupils moved responsibly around the school's various buildings and treated them well, although the long distances involved meant that pupils and staff often arrived late for lessons.

But, in general, the Inspectors found the commitment of staff high and lessons well planned. There were examples throughout the curriculum of good teaching, in which the pupils were encouraged to play an active part, to investigate and to take responsibility. Pupils responded particularly well to this approach.

"Often the sheer enthusiasm of teachers led to good motivation and a pleasing response from many pupils, including those of limited ability," the Inspectors noted.

The report singles out maths, business studies, science, computing, PE, craft, design and technology, drama, and music as subjects in which new ideas and material were particularly well presented and put across.

The computing studies department was only a few months old, yet it had already established itself well. Craft, design, and technology had spacious, well-used teaching areas, although the Inspectors felt more emphasis could be placed on broader courses leading to O and A level work.

The English department worked in adverse circumstances, limiting the range and effectiveness of its work, since there was no suite of English rooms on any of the school's three sites. This, say the Inspectors, was undesirably diffuse. The department's strength was in good classroom relationships.

There was praise for the school's music teaching, and drama, although development was inhibited by lack of space.

In the art department, HMI felt that not enough work seemed to be done from first-hand observation. In particular the pottery work was of a low standard for all age and ability groups.

The pottery room was dirty and untidy and the Inspectors commented on several examples of undisciplined behaviour.

The Inspectorate was impressed by the wide range of extra-curricular activities on offer, and the school's well-forged links with its local community. Within the school, each of the three wings was intended to become a "small school" in atmosphere – and this, it was felt, the school had largely succeeded.

Overall, the Inspectors felt that the school gave many examples of good practice, was deservedly popular in the area and was well placed to build on its existing strengths.

"The school has clear aims which set out to identify talent in all pupils and to provide a curriculum through which their potential can be developed", the HMIs concluded. "The school also encourages pupils to develop a sense of responsibility and to play a full part in the community.

"It sets out vigorously to meet these aims and, despite the complications of a large school and three sites, has in large measure met its objectives or is developing the means to their successful achievement."



# 16-plus needs only simple changes

by Biddy Passmore

The minor disadvantages of the present 16-plus exam system could be removed by simple adjustments rather than by the "very costly, unnecessary and radical methods suggested by the Secondary Examinations Council", the Government has been told.

The Centre for Policy Studies, the right-wing "think tank", says the unification of O level and CSE at this stage could well be premature and militate against a solution to the problem of finding suitable exams for all.

The centre's advice comes as Sir Keith Joseph, the Education Secretary, prepares to give his final decision on the proposal for a joint 16-plus exam, which was warmly endorsed by the SEC in December. He has promised to announce his decision "in the second quarter of the year".

In its critique, the centre's education study group welcomes the decision to set up national criteria in each subject. But it expresses extreme scepticism about the claim by the Secondary Examinations Council to have identified them so quickly.

"We suspect that the claim is no more than a convenient form of words, signifying merely an intention to try to bring the different examination boards more into line with each other", it says.

It also points out that the increase in course work envisaged would be expensive because it would mean more in-service training for teachers. The SEC acknowledged this in its advice to Sir Keith but said it would be money well-spent.

The CPS stresses that examining in course work is much more open to abuse than normal external examination. It therefore advocates that candidate's achievement in course work should be separately recorded as part of an exam profile. It also says there should be no mode 3 (school-based) examining for the top three grades in any new exam and that school-based candidates should not be forced to do course work.

On the general principle of the proposed change, the centre says the argument that a common exam is necessary because pupils' abilities form a continuum is "fundamentally flawed": rather like refusing to manufacture shoes of differing sizes. The answer is to cater separately for different parts of the continuum, providing overlap courses and exams at the cut-off points.



SCHOOL TO WORK

# Tough front forms against FE takeover

The first steps towards implementing the Government's plan to give the Manpower Services Commission a controlling influence over non-advanced further education have been halted by a formidable alliance of interests.

The local authorities, bitterly opposed to the decision to rob them of control over a large part of college funding, are being backed by powerful groups who are outraged by the way in which it is being done.

Ministers now risk a confrontation on the pattern, if not the scale, of the GCHQ crisis, in which the key issue is becoming their dictatorial style rather than the policies.

The strategy of Mr David Young, the Commission's chairman – first outlined in a *TES* interview early this month – is to bring the education service together with industry representatives in a steering group along the lines of the body which is already overseeing the Technical and Vocational Education Initiative.

Last week's Commission meeting was to have endorsed the formation of such a group, but the members refused to do so. Instead, they instructed their officials to seek extensive consultations with all the interests involved.

Mr Young's plan – and his tight timetable for implementation – sank because the TUC's strong block of commissioners refused to go along with it, joining the local authority representatives who would otherwise have been voted down.

The TUC does not feel as strongly about the proposals on college funding as it does about some other parts of the White Paper. It regards the issues as a distraction from the far more consequential proposals to make workers liable to pay for their own training in various ways.

But it is solidly behind the local authorities in refusing to accept the White Paper announcements as a *fait accompli*, and is insisting that they can only be treated as proposals for discussion.

Following its veto at the Commission meeting it says it is only prepared to join a working group which has the power to examine the proposals rather than the duty to implement them, and only if the local authorities are part of it.

An influential section within the NATFHE leadership who were earlier disposed to accept the Government's plans as unchangeable – and had, in fact, begun informal discussions on their implementation with Mr Young – have now joined their colleagues in refusing to take part in the proposed steering group and in demanding consultation.

Meanwhile the small, but influential, Socialist Educational Association at the weekend urged the Labour Party nationally – in which it includes the Labour-controlled local authorities – to re-examine the whole basis of its relationship with the MSC. It called on its members throughout local government, the education service, and in the unions to have nothing to do with the White Paper proposals.

And Mr John Pardoe, former Liberal MP and head of a private office training organization which has been lavishly praised by ministers and MSC chiefs, called on the private and public sectors of training to unite to oppose the growing power of the MSC.

Edited by Mark Jackson

# Council bodies line up against White Paper

by Biddy Passmore

The education committee of the Association of Metropolitan Authorities voted almost unanimously last Thursday to have nothing to do with the plan to hand over to the Manpower Services Commission a quarter of work-related, non-advanced courses in their colleges. And the Association of County Councils is thought likely to approve a similar boycott at a special meeting in 10 days' time.

The Association of Colleges for Further and Higher Education, whose council will debate the matter in London today, is also expected to back the local education authorities' stance.

But both local authority and college spokesmen privately voiced doubts this week about how long the united front would last. As one put it: "The MSC is not intending to be even-handed and some authorities and colleges will break ranks to get the goodies."

At a meeting in London last Thursday, the AMA education committee agreed by 20 votes to 2 to advise the association's 57 member l.e.a.s – and their officers and colleges – not to cooperate with the MSC on the implementation of the plan.

Members agreed to take no part in the working group which the MSC officials want to set up to work out how to implement the changes (its establishment was to have been announced after the Commission meeting last Thursday but a decision was deferred). They resolved to set up their own, all-party group to formulate a positive response to the White Paper.

The association also issued a veiled threat to the MSC on the future of the Youth Training Scheme. Its continued cooperation with the scheme would depend on a return to first principles agreed by the task group – on the balance between Mode A and Mode B courses, and on trainees' pay – the committee decided.

"This is the last stand", said Mr John Pearman, vice-chairman of the AMA education committee. "If this fails, then there is nothing left."

Conservative and Labour leaders of both associations are angry and offended at the arrogant response ministers gave to their protest when they met at the start of last week.

The ministers – Sir Keith Joseph, the Education Secretary, Mr Tom King, the Employment Secretary, Mr Peter Morrison, employment junior minister, and Mr William Waldegrave, environment junior minister – made it clear that the White Paper contained Government decisions and was not negotiable.

While their criticism of authorities' past training record was much more muted than in the White Paper, they said the system needed a "fillip" to start new initiatives and keep pace with the scale and speed of modern developments.

But they completely failed to win over even their habitual supporters in local government. Mr Brian Sams, Tory leader on the AMA education committee, told last Thursday's meeting that relations between the Government and the l.e.a.s were at "an all-time low".

He said there was no evidence that authorities were not meeting employers' training needs, adding that his confidence in the Government's ability to run training was "wearing a bit thin". There had been a succession of schemes, he said wearily – job shops, schemes, YOP – would this be any better?

Mr Neil Fletcher, chairman of the ILEA's further and higher education sub committee, described the MSC as "the biggest quango daddy of them all". Its record on manpower planning – for instance, on YTS – was "disastrous" and its contacts with employers "a joke". College governing bodies included far more employers than the Commission's area manpower boards.

The only member of the committee to speak in support of the Government's plan was Mr Brian Meadows, chairman of Birmingham education authority. L.e.a.s. must recognize that the pace of decision-making had quickened, he said, and that there was "built-in inertia" in the education system. "There are times when the talking has got to stop and a central initiative has got to be taken."

The total sum to be spent on non-advanced further education would stay the same, he reminded his fellow members, but l.e.a.s would have to compete for the money. "I don't think that's such a bad thing", he remarked.

But several speakers bemoaned the bad blood that the Government's Technical and Vocational Education Initiative had caused because authorities had had to bid against each other for funds.

● NALGO, the local government officers' union, has sent a detailed response to the White Paper to the TUC expressing "vehement opposition". Mr Mike Black, chairman of its local government committee, said that under the proposals "a non-elected, non-accountable body, the MSC will be taking policy decisions which have always been determined by l.e.a.s in response to community needs."

# Pardoe seeks a united stand

Mr John Pardoe, the demon king of the private training agencies, this week called on the local authorities to make common cause with them against the Manpower Services Commission.

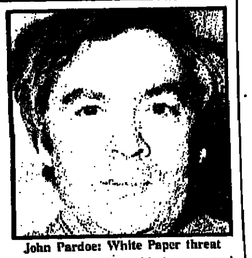
He warned that they are both seriously threatened by the increased power the White Paper is offering the Commission.

Mr Pardoe, a former MP who was once David Steel's rival for the Liberal leadership, heads Sight and Sound, the office training firm which has succeeded in getting many thousands of the YTS trainees whom the local authority colleges had hoped would be placed with them.

He has been bitterly attacked by local authorities, colleges, and NATFHE for taking MSC bread out of their mouths, and is regarded as the personification of a Government-backed drive to privatize the most profitable parts of further education. He and his organization are held out as a model by ministers.

Mr Pardoe told *The TES* that although the White Paper could be seen as an opportunity for a great step forward in training, the private sector had as much reason as the colleges to treat it with caution.

The MSC, he said, was already so huge a purchaser of training from both sectors that it could be seen as wielding a monopoly power, and the White Paper would greatly increase it. "The sheer size of the MSC's training budgets and its dominance in the market place will enable it to control the market for training in a quite arbitrary manner. The question for both public and private providers of training is therefore the same – how to ensure that the MSC exercises its monopoly purchasing power responsibly and fairly."



John Pardoe: White Paper threat

Mr Pardoe was sceptical about the ability of a national steering group to exercise the necessary constraints: the YTS, he said, had shown that decisions were in fact left to local MSC managers, for whose abilities he did not hide his scorn. They were certainly not as well-equipped as college staffs or private trainers to find out what employers wanted.

He said that some private training organizations, like local authorities, felt they had been "led a dance" by the MSC's managers, who had encouraged them to expand training facilities and then left them high and dry "with long term costs and short term funds."

Mr Pardoe added: "The public sector and the private sector should stop treating each other as though we were locked in mortal combat. We have a common interest in a fair and publicly announced purchasing policy by the MSC."

# MSC not consulted either

Faced with mounting opposition to the White Paper proposals, the MSC was at pains to point out last week that it had not been consulted by the Government either, *writes Diane Spencer.*

But a press conference given by its chairman, Mr David Young, did little to hide the differences of approach between its chairman and his colleagues.

In a letter to Employment Secretary, Mr Tom King, following last week's Commission meeting, Mr Young said it had deferred decisions about the proposals and intended first to consult all the parties concerned.

That decision represented a refusal by a majority of the commissioners to go along with Mr Young's view that the Commission had no choice but to implement the Government's decisions.

At the press conference Mr Young said he had no intention of proceeding with the proposals without consultations. He had already received many messages of support from college principals, he added.

# Three-way communication urged

John Cassels: user groups

Communications between colleges, employers, and trade unions need to be improved, Mr John Cassels, director general of the National Economic Development Office, told college principals and governors this week.

He advocated the formation of "local user" groups of employers, supported by the Manpower Services Commission and with educationists and unionists taking part.

In a speech which narrowly skirted the highly controversial thesis of the Government's training White Paper – that the colleges are so out of touch with employers that the MSC must be given the power to redirect their activities – Mr Cassels said that such groups would supplement, but not supplant, existing arrangements.

But echoing the Government's insistence that training and vocational education must become more "market-led" Mr Cassels, a former MSC director, told the conference of the Association of Colleges of Further and Higher Education that bodies such as training and exam boards must design and update systems to allow adults access to learning.

He warned that it was not a task that could be done purely through the committee structure, but "requires a field force which is constantly and restlessly in contact with the actual practical demands of the workplace."

Urging more generous education and training allowances for the unemployed, Mr Cassels said that the rule which allowed adults to take courses for 21 hours a week without loss of benefit was a "useful concession" which should be made more generous.

Mr Cassels pleaded for a minimum entitlement to training for employed people, of the kind already achieved in France and Germany.

Diane Spencer

# HMIs will back findings

A report to be published later this month by Her Majesty's Inspectorate will provide some evidence for the Government's view that local colleges are not meeting the training needs of modern industry, *writes Biddy Passmore.*

The report, whose existence was first revealed at a recent meeting between Sir Keith Joseph, the Education Secretary, and NATFHE, the college lecturers' unions, is a study of part-time release courses for 16 to 19-year-olds.

While it contains some examples of excellent practice, it is believed also to cite cases where state lecturers are teaching irrelevant facts and skills in a boring way.

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Entrance Requirements

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Application forms and further details from: Admissions Secretary, Graduate Studies in Education Office, Education Development Building, University of Sussex, Falmer, Brighton BN1 9RG or telephone 0273 606755, Ext. 828.

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University of London Institute of Education

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| INTERVIEWING RELATIONSHIPS AND SKILLS | 6 JUNE | LONDON |
| BEYOND SCHOOLING | 2–3 JULY | LONDON |
| GETTING STARTED | 4–6 JULY | YORK |
| GUIDANCE AND THE NEW SIXTH | 9–11 JULY | LONDON |

**Business Education**

| | | |
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| INSIDE AN INSIGHT COURSE – Review and course for students | 9 MAY | LONDON |
| CASE STUDIES AND ROLE PLAYS IN BUSINESS EDUCATION | 10 MAY | LONDON |
| BUSINESS SIMULATIONS ON MICROS | 11 MAY | LONDON |
| BANKING INDUSTRY IN | 6–8 JULY | HIGH WYCOMBE |

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| | | |
|---|---|---|
| INDUSTRY AND SCIENCE & TECHNOLOGY TEACHING | 6–7 JUNE | SWINDON |
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| INTRODUCING ELECTRONICS | 13–15 JULY | LONDON |
| BIOTECHNOLOGY – IMPLICATIONS FOR SCHOOLS | | LONDON |

**Other CRAC Courses**

| | | |
|---|---|---|
| ENGLISH, COMMUNICATION SKILLS AND THE NEEDS OF INDUSTRY | 9–11 OCTOBER | CARDIFF |
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| | 23 MAY | LONDON |

For details of these and other courses and conferences please apply to the CRAC Conference Office.

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As Labour launches its new deal on higher education, Andrew Bennett, Opposition spokesman, says that the Government's discussions reveal divisiveness and short-term planning

# A bridge into the future

Andrew Bennett

The call by the Education Secretary for a debate on the future of higher education is to be welcomed. Unfortunately, too much of this debate is taking place within the two segregated sectors – the universities and the public higher education institutions. To be of real value the debate must encompass all sectors and the decision resulting from that debate must be taken jointly.

With the National Advisory Body and the University Grants Committee already in existence we need a new body with equivalent status for adult and continuing education. Then we need to create a national forum for all higher education. This could be achieved by combining the existing secretariat for the NAB, the UGC and the new body for adult education, and setting up a joint council composed of the three bodies. Such a body would offer a continuing forum to debate the objectives of the system and to plan the best use of resources across it.

Central to any national debate on higher education must be the level of resources it can expect to receive over the next 10 to 20 years. There is no argument to suggest that higher education should receive less of our gross national product over that period than it does now. Unless our economy and oil revenues are appallingly mismanaged, we ought to be able, at least, to sustain existing levels of higher education expenditure.

Oil resources are, at present, keeping the economy buoyant, but these will not last for ever. It is logical to ensure that we have large numbers of well-educated people to help us find new means of creating wealth when the oil revenues are reduced. Expenditure in higher education is, therefore, an investment for the future.

The debate on higher education has got off to a bad start because of the atmosphere created by the Government, first, in suggesting that resources will have to be curbed; and secondly, by seeking to justify this on the basis of falling numbers of pupils aged 18 in the 1990s. Many people have questioned the Department of Education and Science forecast of likely student numbers based on the number of 18-year-olds in the 1990s, and I am glad to say the DES is now reviewing the estimation.

**Just as the Government has encouraged higher education to 'funnel through' the bulge of 18-year-olds, it ought now to be encouraging it to 'bridge over' any shortfall in the 1990s.**

However, it is not sensible to plan the size of higher education based on demographic trends over a short period of time. Most of our higher education institutions have taken many years to become established and it is wrong to attempt to dismantle them overnight. It would be madness to do this if new institutions then have to be created five or ten years later. Just as the Government has encouraged higher education to "tunnel through" the bulge of 18-year-olds, it ought now to be encouraging it to "bridge over" any shortfall in the 1990s.

This could be done by recruiting mature students, offering second chances to those who missed out during the bulge years, by raising standards and by recognizing that in many areas, due to the rapidly changing nature of society, we need to develop recurring education.

It is regrettable that our higher education system is so elitist and that the present climate of restricting funds will make it more so. Some institutions will be tempted to reject candidates *they* define as socially marginal: women, mature students and others whose claim to admission may seem slightly less legitimate than 18-year-old males. Institutions will avoid risk when distributing scarce resources: candidates with unusual qualifications, and those from schools or colleges with little experience of higher education will tend to be rejected in favour of safer choices.

Contraction will also encourage institutional conservatism. Experiments with new courses and new admissions procedures will have to compete with established arrangements and are likely to lose.

The age participation rate of 18-year-olds in advanced education could rise significantly if certain policy initiatives were taken. First, by providing support for 16 and 17-year-olds on full-time courses (£25 per week at 1983 prices). This would increase the number of young people (especially from non-professional backgrounds) staying on in full-time education after 16 and then entering advanced courses.

Secondly, by improving financial support for students in full-time education, including the eventual abolition of parental contributions to the maintenance award. Thirdly, by encouraging institutions to accept more non-traditional applicants, for example, those with Business and Technician Education Council qualifications, those with a mixed combination of subjects, and mature students.

The problem of encouraging more mature students to take advantage of higher education needs closer scrutiny. Adults need to enter the education system at the time and level best suited to their own circumstances and should be able to proceed through the system at varying paces. The structure of university courses needs to be made more flexible to enable a greater number of students to study part-time.

There also needs to be greater provision of bridging courses designed to prepare adults for higher education, some of whom may have left school at 14. Some of these courses would be alternatives to the present O and A level GCEs which were not designed to meet the needs of adults.

For 18-plus students from middle-class homes, one of the most significant factors in going into higher education is parental encouragement and guidance, and the fact that they are following an expected and approved pattern of behaviour. Working-class students, mature students, and many students from ethnic minorities are not following an established pattern. They have a much more complicated path to higher education. It is little wonder that they are under-represented in our institutions.

For these types of students we need to establish an educational counselling service which will replace the guidance from the traditional sixth form tutors or from knowledgeable parents.

The final point that must be stressed is the importance of income support for students. Reducing student income by cutting the real value of grants and increasing charges is seen as the easy option in a period of cutting back on resources. Such a policy will mean that more and more students will end up with heavy overdrafts and will result in a policy of "back-door" loans.

It will also mean that due to a preponderance of financial worries, many students will not be able to derive full benefit from their education. It will reduce the number of mature students coming forward and will hit students from lower income groups the hardest. Part-time students must either have grants to meet the cost of their fees, travel and books or they should be asked to pay only very modest fees. The consideration of adequate income support is essential if access to higher education is to be maintained or expanded.

The higher education system we have had must develop and adapt itself to meet the challenges of the late twentieth century, but this can be done only through informed debate and the formulation of some kind of consensus on higher education policy. It must not be arbitrarily contracted simply to meet the Government's short-term expenditure plans.

*Andrew Bennett, MP, Denton and Reddish, is the Opposition spokesman on higher education.*

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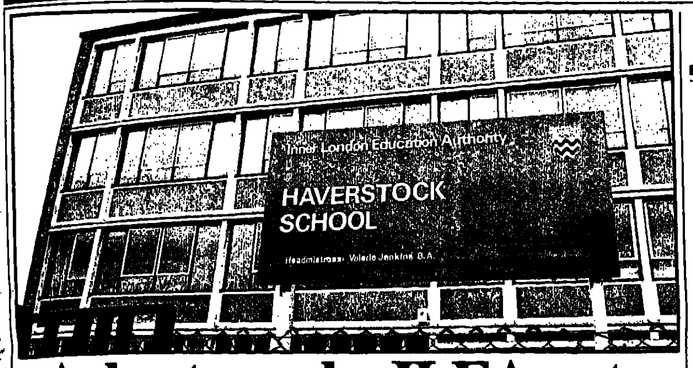



# Asbestos: why ILEA puts health before disruption

Adriana Coudray reports on the problems of one school which is having the exposed building material removed

Science lessons have had to be held in a temporary hut at Haverstock Secondary School, North London, since last summer, as a result of a long-drawn-out asbestos removal exercise which highlights the problems that the lethal building material is posing for local education authorities.

Councils are caught in the dilemma of whether to disrupt education by carrying out systematic asbestos removal, or to expose children to a possible health hazard.

The Inner London Education Authority has pledged itself to stripping asbestos from all its schools, although the process can create fresh hazards and result in huge bills. ILEA estimates that the removal exercise could *take 10* years and cost £50m – as yet there is no sign that the Government will give financial assistance.

An ILEA spokesman said that emergency asbestos stripping in schools had already cost £3m, which had to be drawn from their maintenance budget: "We asked central government for a contribution to our asbestos removal programme back in August, and have received no proper reply. Our expenses are entirely rate-borne."

Along with Manchester metropolitan district, ILEA is in the vanguard where asbestos removal is concerned. Many other authorities, including Newcastle, have an *ad hoc* removal policy.

Their policy is not to tamper with "inert" asbestos. Instead they only strip the material when it has become dangerously exposed, through building work, or accident, thus exposing harmful fibres.

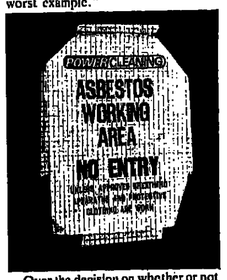
ILEA asserts there is no proven "safe level" of asbestos dust, and fall-out may occur at any time: "While disruption of lessons is regrettable, we have to weigh this against the unacceptable potential risks from asbestos dust," the spokesman said.

In the case of Haverstock School in Chalk Farm, the stripping went according to plan. But the clearing-up operation was fraught with problems.

In fact, it took eight separate attempts, using different methods, before one classroom alone could be pronounced free of asbestos fall-out.

As the ILEA spokesman explained: "After satisfactory air tests, the medical adviser gave the all-clear for the area to be put back into use in September. Then pelmets which had been contaminated with asbestos fibres were brought out of storage, and dust was spread through corridors and other areas."

She said the disruption caused at Haverstock was unusual, though not unique. "This does happen in some schools because we are still feeling our way, but Haverstock is probably the worst example."




Over the decision on whether or not to strip asbestos, and what fibre count should be achieved afterwards, all authorities are feeling their way. ILEA is trying to achieve an exacting count of 0.01 fibre of asbestos per millilitre of air in three-quarters of the air samples taken after the stripping. The samples are taken after disturbing the atmosphere with a "simulated springclean."

Authorities are having to make independent decisions because the Government has issued only general guidelines. Whilst there is firm legislation on asbestos levels in an occupational setting – of 0.5 fibre per millilitre for white and 0.2 fibre for blue and brown – there is none to govern asbestos in public buildings. Neither does the Government acknowledge definite health hazards associated with asbestos in buildings.

An Advisory Committee on Asbestos, set up by the Government in 1976, reported back three years later: "Our evidence of the non-occupational risk is not such to prompt us to recommend the general removal of asbestos from buildings. Present evidence suggests that dangers from asbestos in buildings are only likely to arise when asbestos fibres are released into the air, when products containing asbestos are damaged, either accidentally or during maintenance and repair."

Dr Peter Corcoran, of the Environmental Pollution division of the Department of the Environment, also adopts a non-alarmist approach. "It is important to keep the asbestos problem in perspective," he said. "It's largely in an occupational context that it is known to be dangerous.

"Trying to estimate the risk to the general public is very different. The advisory committee's conclusion was that the risk was very small. "I see no reason why schools should be different from other environments."

But he added: "Children deserve a greater level of attention and protection." The advisory committee itself pointed out that "susceptibility to cancer may be increased in the very young," through exposure to asbestos fibres.

It is also recognized that schools face particular problems because energetic, or playful schoolchildren are likely to disturb asbestos.

In Manchester, surveys are being conducted in preparation for a removal programme in all council buildings. Mr Bernard Lappin, the city's safety officer said: "If work is going on in a school, that means asbestos is being disturbed, and so it will be dealt with there and then." But he added that the city would eventually get round to removing it from all schools.

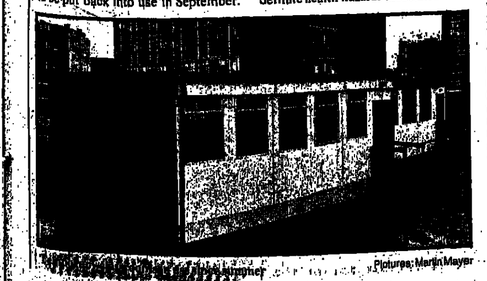
In Newcastle, however, the approach is to let sleeping dogs lie. Mr Michael Hopwood, the city's health and safety welfare manager, said that asbestos which was in a safe and inert state would not be touched.

"At the moment we are coping with the asbestos problem as and when we find it in our routine maintenance," he explained. Unlike Manchester, the north-eastern authority does not propose to carry out surveys to locate possible danger areas.

The three types of asbestos which were widely used for insulation and reinforcement in buildings are commonly found in boiler and pipe lagging, and roof and ceiling tiles.

Inhalation of asbestos dust is associated with asbestosis, lung cancer and malignant mesothelioma. Crocidolite (blue asbestos) is widely considered more harmful than Amosite (brown asbestos) or Chrysotile (white asbestos) although many local authorities are no longer differentiating between the three types.

The advice from the Department of Education and Science is not to remove asbestos from schools "indiscriminately." A DES spokesman said that education authorities were referred to the Department of the Environment's booklet: *Asbestos Materials in Buildings.*



Pictures: Martin Mayer

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## NOTICEBOARD

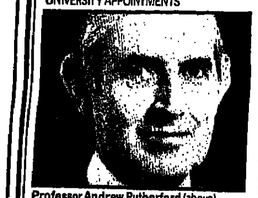
### PEOPLE...

SCHOOL APPOINTMENTS

**Mr David McGawley**, deputy head of the Catholic High School Cheshire, to be head of Becket Roman Catholic Aided Comprehensive School, Nottingham.

**Mr John Halliwell**, careers master and outdoor pursuit leader at Silcoates School, Wakefield, to be head of Gosfield School, Essex.

UNIVERSITY APPOINTMENTS



**Professor Andrew Rutherford** (above) Regius Professor of English and Vice-Principal of Aberdeen University, to be Warden of Goldsmiths' College on the retirement of Dr Richard Hoggart in September.

**Dr Celia Hoyles** (above) to be professor of mathematics education at the University of London Institute of Education.

**Professor Jon Ogborn** to be Professor of science education at the University of London Institute of Education.

**Professor John Roberts**, vice-chancellor of Southampton University, to be Warden of Merton College, Oxford, in succession to Sir **Rex Richards**, who is resigning to become director of the Leverhulme Trust.

ADMINISTRATIVE APPOINTMENTS

**Viscount Tonypandy**, formerly George Thomas, the Speaker of the House of Commons, has been installed as the new president of the College of Preceptors.

**Dr James Munn**, chairman of Scotland's Consultative Committee on the Curriculum, to be chairman of the Manpower Services Committee for Scotland.

**Mr Peter Gedling** to be County Education Officer for Dorset on the retirement of **Mr Roy Price** in July.

HONORARY DEGREES

The New University of Ulster will confer the honorary degree of Doctor of Letters on **Lord Thomson of Monifieth** for his contribution to higher education in Scotland and for services to the public; and of Doctor of Science on T K Whitaker for his services to higher education in Ireland.

### CONFERENCES...

*March 10*
The Professional Association of Teachers one day conference on the Behaviour of Children in Schools at University of London Institute of Education, 20 Bedford Way, London WC1. Speakers Brian Howes and Lawrence Norcross. Applications for tickets (£5) to Miss Christine Evans, PAT, 99 Friar Gate, Derby DE1 1EZ.

*Learning about Learning*– a one day conference run by Imberhorne School for the Centre for the Study of Comprehensive Schools (SE Region). Details from the Headmaster, Imberhorne School, East Grinstead, West Sussex.

*March 16*
Spring General Meeting of the Association of Vice-Principals of Colleges at Bath Technical College. The theme is "Improving FE Management Efficiency". Details from Fiona Rosamond, Windsor and Maidenhead College, Boyn Hill Avenue, Maidenhead, Berkshire.

*March 21*
Training Day on Children in Care and the New Law on Special Education at the Westminster Cathedral Conference Centre, London SW1. Cost £20. Details from the Children's Legal Centre, 20 Compton Terrace, London N1 2UN.

*March 23*
*Politics Today*– one-day conference for teachers at the University of Leicester. Speakers: John Benyon, Judy Batt and Austin Mitchell MP. Cost £9. Details from Pauline Maniscalco, Department of Adult Education, University of Leicester, University Road, Leicester LE1 7RH. Closing date March 19.

*April 16–18*
*Nineteen Eighty-Four: Fact or Fantasy?* the Council for Education in World Citizenship sixth form conference at York University will consider the human implications of technological innovations. Speakers include William Taylor, Paul Sieghart, Nigel Calder, Alan Burns, Peter Hennessy, Clare Short, Derek Miles and Krister Ottosson. Details from CEWC, 19/21 Tudor Street, London EC4. Closing date March 5.

*April 16–18*
Georgraphical Association annual conference on the Future of Geography and Geographical Education in London at the Royal Geographical Society (16th) and the London School of Economics (17th and 18th). Programme details from David Green, Department of Geography, King's College, Strand, London WC2.

### EVENTS...

*Tonybee Hall*
A course of eight seminars on Bangladeshi Culture in Tower Hamlets on Thursday evenings from 5.30 to 7 pm from March 1 to April 19. Details from Tonybee Hall, 28 Commercial Street, London E1. Tel 247 3633.

*March 6*
*Purpose and Planning in the Humanities Curriculum*– a lecture by Peter Gordon, Professor of Education and Head of Department of History and Humanities at 5.30 pm in the Jeffery Hall, University of London Institute of Education, 20 Bedford Way, London WC1. Admission free without ticket.

*March 10*
Inaugural meeting of the South Wales branch of the Centre for the Study of Comprehensive Schools at 10am at South Glamorgan Institute of Higher Education, Cyncoed Road, Cardiff. Details from Mr D Jones, Newport Bettws Comprehensive School, Newport, Gwent.

*March 30*
Handwriting Study Day at the National Children's Bureau, 8 Wakley Street, London EC1V 7QE for educational psychologists, teachers, occupational therapists, physiotherapists and l.e.a. advisers. Chairman Dr Alan Wing, Medical Research Council.

### RECENT PUBLICATIONS...

*A Students' Guide to Europe*– a concise introduction to studying and working in EEC member states. Lists useful addresses and contacts for further information. Available free from 32 Smith Square, London SW1P 3HH.

*Management Restructuring in an FE College* by Ernest Theodossin – monitors in detail the impact of a major management reorganization at Lancaster and Morecambe College. Available price £7.50 from the Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG.

The Cadmean Trust has produced a film *Crossfire – Partnership for Reading* about a Haringey school's reading project involving parents, teachers and children. For details of hire and purchase, please send a stamped addressed foolscap envelope to Betty Root, Centre for the Teaching of Reading, University of Reading, 29 Eastern Avenue, Reading RG1 5RU.

*Copyright*
The Council for Educational Technology provides a lecture service on copyright law relating to education amad training (free except foro travelling expenses). Details from Geoff Crabb, CET, 3 Devonshire Street, London W1N 2BA.

### INFORMATION WANTED...

In 1986 the Coopers Company and Coburn School in the London borough of Havering celebrates its 450th anniversary. Mr C Churchett is writing a history of the school and seeks reminiscences from former staff and pupils of both schools (which were amalgamated in the 1970s). He is also seeking memorabilia for the museum at the school and would welcome anything connected with both Coopers' Boys and Coburn Girls. His address is The Coopers' Company and Coburn School, St Mary's Lane, Upminster, Essex.

Lecturer in Applied Linguistics researching into primary school children's tongue-twisters would like to receive examples of original twisters as well as old favourites. Details of age, sex and region should be included. Please write to Mr Vivian Cook, University of Essex, Wivenhoe Park, Colchester CO4 3SQ.

Compiled by Mary Cruickshank

# Councils fear bus seat limits could cost £9m

**by Biddy Passmore**

Overcrowding on school buses is dangerous and damages roads, says the Department of Transport.

The problem arises when three large 14-year-olds squeeze onto a bus seat, so reducing vehicles' braking power and stability.

As a result transport ministers are attempting to reduce from 15 to 12 the age limit for the concession allowing three children to occupy a double seat.

But they are meeting stiff resistance from the Association of County Councils, which says the change could cost councils an extra £9m a year.

Mrs Lynda Chalker, transport junior minister, recently spelt out the arithmetic behind the proposal in the Commons. She said: "Three children aged 14 weigh on average 22 per cent more than two adults and do not physically fit on a double seat. So school buses in particular can be overloaded and overcrowded."

But Mr Gordon Cunningham, ACC education officer, described the proposed reduction in the age limit as "daft and expensive". There was no evidence for the assertion that the extra children were a safety hazard, he said.

He also attacked a suggestion by the Department of Transport that some of the displaced 12 to 14-year-olds could stand, an assumption which reduces the department's estimate of the extra cost to some £5m.

A spokesman for Hereford and Worcester County Council said the proposed change could cost the county an extra £400,000 a year.

# Youth club creche call

Youth clubs should offer childcare provision for the babies of teenage mothers, and for the young brothers and sisters of girls who cannot go out because they have to babysit, according to a report from the Inner London Education Authority.

The report points out that the youth service does not meet the needs of girls, and most resources go on boys. Fewer girls attend youth clubs and centres, it points out, and those that do, do not take part in the activities on offer.

It suggests that youth clubs should offer activities that appeal specifically to girls, that youth workers should be given training to equal opportunities

# 'Huck Finn' cleaned up

A "cleaned up" version of Mark Twain's classic, *The Adventures of Huckleberry Finn* is now available in the UK.

A charity called The Roots of Culture Foundation is distributing the book adapted by an American publisher to "eliminate a derogatory term for blacks".

Mr Sam Lee, chairman of the foundation, said the use of the word "nigger", which occurs more than 200 times in the book, is "dynamite in a classroom".

He claims that the revised version tells the same story, but the inflammatory words have been removed.

The adapted version is available from Mr Lee, 3 Knowles Close, Halstead, Essex, CO9 2JS, £2.75 plus postage.

## Courses







# How the jobs panic has set back liberal arts study


The liberal arts have historically been the cornerstone of American higher education, which relies not on secondary schools but on the first years of university instruction to offer students a serious introduction to the life of the mind.

But "Liberal Arts: Rest In Peace" might well have been the epitaph written in the aftermath of American higher education's pandering to trendiness during the 1960s and the subsequent submission to the imperatives of vocationalism.

Just now, though, there are faint signs that the value of the liberal arts, and the spirit of disciplined inquiry that the liberal arts embraces, is again being seen as more than a fuddy-duddy's nostalgia trip. It is well past time for that reconsideration. In numerous corners of higher education, professors keen on their research and administrators attentive to raising money have almost forgotten the value of an education that encourages students to see broadly, to acquire differing ways of comprehending what they see, to tackle questions of meaning and *value that* resist fashionability.

Too many students have never known that sort of life of the mind. A distressing number of undergraduates *have* embraced the homework theory of life, the view that everything is supposed to satisfy some assignment and lead to some end, rather than being valued as intrinsically pleasurable.

They are deserting the liberal arts, with all their palaver about ideas, seeking out more practical courses that promise them a head start in the race to a good job and the good – read financially rewarding – life.

Universities, or at least the elite schools, should by rights have been combating this rush to embrace the short-term and mundane, with the considerable resources of knowledgeability and persuasiveness that they command. After all, the liberal arts have long been the centerpiece of the curriculum in institutions whose adult members are supposed to differentiate between what's enduring and what's ephemeral; they are also supposed to know the difference between being educated and just being trained.

Yet in racing to fill up their classes, too many educators have become pitchmen, promoting any product that would sell regardless of its quality.

Two decades ago, the guardians of higher learning were outraged – and rightly so – when a little school in Iowa named Parsons College decided to put itself on the map by turning itself into a business that cut money-losing operations – like the classics department – and rewarded professors who attracted big crowds. Such outrage is not heard today, though, when English teachers are transformed into computer-programming instructors to satisfy demand, or when the University of California's Santa Cruz branch hires as its admissions director someone whose recruiting talents rival those of a good head coach.

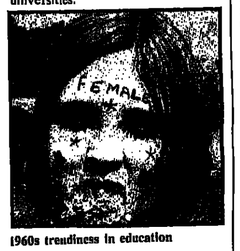
The wish that universities be relevant is not a new phenomenon in higher education. More than a century ago, when the Federal Government first began to support universities, it was farming and industry they aimed to nurture, not intellectualism. In the not-so-long-ago 1950s, 20-year-olds were quizzing corporate recruiters about their pension plans.

Yet the nature of the demand for relevance changed markedly during the 1960s. Where the measure had previously been vocational usefulness, the new yardstick was political and social correctness, the demand being that schools become staging grounds for the cultural revolution. And where the push for vocationalism was largely confined to the institutions of mass education, the spirit of the new age was felt even at the Harvards and Stanfords.

As universities bent to accommodate the demands of the young, standards went out the window. There was little need for students frustrated by the demands of hard learning to drop out, since the universities had themselves effectively dropped out. In the process, the claims of the past were rejected as outmoded, the claims of adult knowledge scorned as tyrannical.

This malady did not, of course, seize all universities with comparable force. Here and there, the rage to experiment led to programmes, like Berkeley's Strawberry Creek College, and even entire schools, like Santa Cruz, which took the liberal arts, not the acid culture, as the starting point for their experimentation.

But as fashions have changed, such places typically disappeared, as with Strawberry Creek, or, like Santa Cruz, turned themselves into run-of-the-mill universities.




1960s trendiness in education

These days, the dominant focus at the university is no longer countercultural – quite the opposite, as schools bill themselves, not as temples of knowledge but as training grounds for the lucrative trades of law and business – but the vice is the same.

Higher education is still responding to the demands of the present moment, asking: "Will it sell?" and not, "Is it any good?"

The liberal arts may just be too far gone for a serious rescue operation. A couple of years back, when Harvard instituted a curriculum that obliged students to take up a number of different fields of inquiry, education writers wept with praise. But a closer reader of the Harvard curriculum reveals the shallowness of the venture; what it offers is not an intellectual rationale but a list of topics useful at a cocktail party of intellectual pretenders.

Still, it is encouraging that there are stirrings of concern for the liberal arts. Even businessmen worry aloud that they know a great deal about a few things and nothing whatsoever about the world.

*The Chronicle of Higher Education* regularly features laments about the decline of intellectualism in American universities – shades of the 1950s. And at the recently concluded meetings of the Association of American Colleges, $100,000 was set aside to "help set the agenda" for ways "liberal learning . . . can suffuse all areas of inquiry".

Whether this money buys more than platics remains to be seen. More important will be the willingness of America's colleges and universities to rethink what it is, aside from catering to the prevailing panic about jobs, that they have to offer this generation of undergraduates. If they don't get on with it, technicians of one or another stripe is all that they'll be turning out.

*David Kirp is professor of public policy at the University of California (Berkeley) and associate editor of the* Sacramento Bee.

# Judges go looking for the nearest bus stop

UNITED STATES

**Peter David on a legal case for a voluntary approach to racial balance**

Bakersfield will try to solve racial problems without bussing.

The traumas of compulsory bussing will become a thing of the past if the Reagan Administration has its way. That is the firm message contained in recent Department of Justice decisions affecting districts where some schools are still segregated by race.

At the end of January the department filed a school desegregation suit alleging that elementary schools in the Californian district of Bakersfield were intentionally segregated.

But the suit, the first of its kind since Mr Reagan was elected, does not mean the Administration is getting tough on segregation. It was accompanied by a "consent decree" crafted by the Justice Department to enable Bakersfield to solve its racial problems without recourse to the usual technique of compulsory bussing.

At a press conference announcing the department's action, Mr William Bradford Reynolds, the Assistant Attorney General for Civil Rights, said the voluntary approach the government wanted to adopt at Bakersfield would be a blueprint for handling civil rights disputes in other districts.

But the decision not to insist on compulsory bussing in Bakersfield was immediately condemned by the National Education Association and civil rights groups. They said the voluntary measures called for by the Justice Department were unlikely to be effective enough to end segregation in the schools.

Nearly half of Bakersfield's pupils are white. More than a third are Hispanic and just over 15 per cent are black. In four schools, however, fewer than 8 per cent of pupils were white while in two other schools whites made up 80 per cent of the student body.

In previous administrations, the fact that the racial balance of the schools was so out of kilter would almost certainly have led the Justice Department to ask for compulsory bussing. The Reagan Administration hopes that the creation of "magnet schools" will be a strong enough incentive to persuade Bakersfield parents to transfer their children to racially mixed institutions.

Some cities, notably New York, have found magnet schools – schools which specialize in exotic activities like the performing arts and computer science – to have been an effective tool for attracting children of all races into a single institution. The question is whether they will work in Bakersfield.

Critics have little doubt that they will fail. Mary Hatwood Futrell, president of the National Education Association, dismissed Administration claims that the scheme proposed for Bakersfield was specially innovative. She said similar plans had been tried in San Diego, Houston, Dallas, Seattle, Los Angeles and Milwaukee. For the most part they had failed.

In many cases, she claimed, pupils from ethnic minorities had transferred to white neighourhoods but few whites had gone in the other direction. In addition, the funds that were vital to make magnet schools attractive dried up as soon as the threat of court-ordered bussing had been removed.

The Administration is unlikely to be moved by such criticisms, however. In another district, Lima, Ohio, Justice Department civil rights lawyers have agreed to a voluntary desegregation plan based on the establishment of a magnet school. In the Lima case, the Administration inherited an incomplete desegregation suit from the Carter Administration but decided to settle it through negotiation with the district instead of in the courts.

# Puzzle of sex in schools

IRISH REPUBLIC

Two separate incidents have shown up the Republic's ambivalent attitude towards sexual morality in schools.

The death in Granard, Co Longford, of a convent schoolgirl after giving birth to an illegitimate baby, which also died, is expected to speed up provision of sex education programmes in Irish schools.

At the same time, parents called for the sacking of an unmarried woman teacher at a convent school in New Ross, Co Wexford, because she became pregnant.

Mr Kieran Mulvey, general secretary of the secondary teachers' union, says the incidents show a contradiction in public reaction.

"The outpouring of sympathy for the tragedy in Granard contrasts with a distinct lack of compassion in New Ross," he says.

The sacked teacher was not a member of the union, and an employment tribunal upheld her dismissal by two votes to one.

The union says the decision has implications for its members, and is seeking an early meeting with Mr Ruairi Quinn, the Labour Minister, to ask for a strengthening of the laws on equality and dismissals.

As for sex education programmes, a recent report prepared for the Health Education Board has criticized the present materials.

The report advises the bureau to prepare its own resource pack for schools, and to offer in-service courses for teachers.

**John Walshe**

## Travel

OVERSEAS

# The drugs danger that threatens primary pupils

WEST GERMANY

**Caroline Cuss on an alarming trend affecting up to a third of all German schoolchildren.**

One or two children in every 10 in the first year of primary school in Germany take some sort of pill or potion to improve their school performance, according to a children's protection agency. Overall, between a quarter and a third of all German schoolchildren regularly take tablets or drugs.

The pills range from harmless things like vitamins and glucose to dangerous drugs such as tranquillizers and speed. Professor Walter Barsch, president of the German Union for the Protection of Children, says.

Professor Barsch attributes this growing tendency to the increasingly competitive nature of life for young people in Germany, with both university places and apprenticeships directly dependent on school reports and exam results, and parents doing their utmost to get their children into a grammar school.

A 1982 survey by the Federal Centre for Health Education showed that 36 per cent of parents were prepared to give their children medication to help them over difficulties at school or to boost their performance.

And although some of these might not be harmful, Professor Barsch still fears they can instil a psychological reliance on the notion that there is a pill for every problem, and lead on to later addiction.

*In Child Protection Today* he identified a trend towards producing the "standard-super-clean-child" a child who conforms to an ideal behaviour pattern laid down by adults.

Herr Werner Rothenberger, specialist drugs adviser in the Frankfurt Schools Department, said parents often allowed children to watch disturbing television programmes late in the evening, so that they arrived at school the following morning tired and fractious. The children might then be taken to see a doctor and be given a drug for a condition which is not usually pathological.

This fear of later addiction appears justified. The age at which children begin experimenting with cannabis is sinking, and has cropped up in Frankfurt primaries over the past eight months, according to the city's parents' committee.

The increase in heroin addiction is also causing concern – Berlin was said to have 8,000 addicts in a report from the Senator for Education, Youth and Sport. Investigations in other German cities suggested that one in three youngsters had experimented at least once with cannabis.

The problem is not, of course, exclusively German; the recently – released report of the UN Commission on Drugs Control shows how the use of hard drugs has gone up alarmingly all over Western Europe in 1983.

In Germany, the dimensions of the problem vary from state to state. Frankfurt is a particular trouble spot, and has been chosen by the Hessen Government for an experiment in preventative therapy. In 1981–82, 150 of the city's schools chose one of their teachers to act as resident adviser on drugs.

Anne Good discusses a report by the European Commission

# Britain bottom of the migrant education table

*British schools and education authorities pay less attention to the needs of migrant children than their counterparts in other EEC countries, according to a report prepared by the European Commission. The Commission criticized all EEC countries on their provisions for migrant education, but Britain, the report shows, comes out as one of the worst when compared with other countries which have large proportions of migrants in their schools.*

The Commision fears that in the present climate of economic crisis and growing racism, migrant children are particularly vulnerable to educational failure and resulting unemployment. The Social Affairs Commissioner, Mr Ivor Richard, has warned that legal action will be used if necessary, to force member governments to fulfill their obligations towards these children.

In the UK, special programmes to help migrant children adjust to the school system exist mainly in primary schools and to a certain extent at the secondary level. But the Netherlands, for example, has help available for pupils at all levels, from the nursery school to the end of school life. The Dutch government and local authorities have appointed national coordinators and educational advisers on immigrant teaching to help schools devise these programmes.

Bavaria's assistance to migrant children also goes beyond compulsory schooling to include, for instance, 23 experimental schemes in nursery schools.

The commission report criticizes the British authorities for abdicating their responsibilities by leaving it mainly to community centres to teach migrant children their language and culture of origin. Other EEC countries do this within the normal school timetable.

While only about 2.2 per cent of children from non-English speaking backgrounds in the UK get mother tongue teaching at school, Dutch primary schools organize such classes for 80 per cent of their pupils. This does not extend to secondary schools, however, where only 1 per cent of Dutch pupils benefit from language classes. The Dutch government proposes to remedy this in the near future and has already managed to improve matters by making a series of bilateral agreements on language and culture teaching with Italy, Turkey, Morocco and other countries sending migrants to the Netherlands.

Berlin, with a high proportion of migrants in its schools, is also making efforts in this field.

There, the European Commission is financing a pilot project on the possibility of offering Turkish as a first or second foreign language in secondary schools.

Like the UK, Berlin is criticized for leaving much of the teaching to outside bodies and for keeping the systems of mother-tongue teaching, inside and outside schools, divorced from each other. But unlike many British local authorities, Berlin provides rent-free premises and subsidies to the groups organizing these classes.

In certain aspects of teacher training, too, Britain lags behind other major host countries. Although the report praises the initial and in-service training provided in the UK for ordinary teachers it points out that the overwhelming majority of mother tongue teachers work in community centres and have little access to in-service training.

By contrast, France, which hosts almost a million migrant children, has been making major efforts since 1975 to coordinate training by setting up special centres linked to teacher training colleges in large migrant areas.

These "training and information centres for the education of migrant workers' children" (CEFISM) organize courses, seminary and working meetings: provide information to teachers, carry out studies and surveys and produce teaching material. The CEFISM have set up pilot schemes on teaching migrant children part-funded by the European Commission.

A similar special unit for migrant teaching has been created within the Institute for In-Service Teacher Training at Dillingen, in Bavaria.

Emphasis has been put on training foreign teachers. For example, four regional and 40 local courses for teachers of Greek and Turkish origin have been organized.

The commission report outlines progress made by member countries in implementing the EEC directive in force since 1981, which sets out the basic conditions necessary to give children of migrant workers from other EEC countries an equal chance with children of locally-born parents.

When member governments adopted the directive they also expressed the "political will" to provide similar assistance for migrant children from non-EEC countries. The commission used this commitment to ask governments what they were doing about the total estimated 2.2 million migrant children in the compulsory school system.

UK programmes are mainly in primary schools.

# Bid to toughen cash controls prompts protest

SPAIN

**Sarah Jane Evans on the reaction to the Right to Education Bill**

The debate in the Cortes, Spain's parliament, on the Right to Education Bill reached a climax this week, prompting a demonstration last Sunday in the centre of Madrid.

The march was organized by four groups representing different sectors of private education: la Confederación de Centros de Enseñanza (representing 95 per cent of the schools), la Federación de Religiosos de la Ensenanza (Roman Catholic staff: the Church educates over a quarter of young Spaniards, in Church schools), La Federación de Sindicatos Independientes de Enseñanza (unions), and La Confederación Católica de Padres de Familia (parents).

The new Bill was foreshadowed in the victorious Socialist Party's manifesto before it came to power just over a year ago. But other legislation has taken precedence, including the long-overdue University Reform Act, and the legislation to give the regions much greater devolved powers, over education policy, among others.

What is causing the storm in the Senate and in the private school sector is the Bill's proposals on private education.

Thirty years ago the Church educated two-thirds of Spanish children, although in the 1970s this proportion started to decline. Church schools still retain a high status, though their elite reputation has been threatened in recent years by secular private schools.

At present, state schools are subsidized almost 100 per cent, and parents pay 400 pesetas (just over £2) a month per child.

The private schools are subsidized for the compulsory education they provide, though they are free to finance the Bacchillerato and university-preparation courses as they wish.

The room for manoeuvre for the heads of private schools has hitherto been substantial, and the subsidy was distributed on the basis of the number of classes taught, not the numbers of students.

There are currently three hundred thousand children of school age who are not in full-time schooling, and the aim of the Bill, as its name suggests, is to bring all those children into education.

Private schools have been able so far to administer their own education, and this has led to a number of abuses. Under the proposed system, any school that wishes to receive subsidies (which will be 100 per cent, with no parents contribution) will have to submit to several controls.

The staff will have to be paid the same salary as teachers in state schools (they currently receive less on average), and each school will have its own school council, made up of parents, staff and pupil representatives, as well as the head and the proprietor.

The Catholic staff association (CECE) sees the law as an infringement of liberty saying "it degrades our goal of Christian education" and is on this basis that the law, once passed in the Cortes, will be referred by its opponents to the Constitutional Tribunal which adjudicates on the legality of all government actions.

Julio Carabaña, who has been working at the Ministry of Education on the Bill, is quite clear about why the private schools are protesting: "They may try to hide under the mantle of Christian ideology, but the real issue is money." The schools argue that the government is underestimating the cost of educating a child, and that they will be out of pocket. The ministry reckons that it costs 60,000 pts (£278) to educate a child for a year in a state school; the CECE puts the cost at 76,000 pts (£354) in a private school, and 81,000 (£368) in a public school.

The passage of the Bill through the Senate looks like breaking records: the right-wing grouping of parties, the Grupo Popular, has tabled 4,683 amendments to it. In all, there are 4,573 unendments, and if each one is given 10 minutes' debate, and there were to be 12 hours debate a day, it would take 60 days to debate them all.

Still, the press secretary for the socialist group in the Senate is confident that his MPs will endure the long sessions of delaying debate set up by the Grupo Popular: "After all, we're younger than they are".

# The secrets of continuing success

GREECE

**Mario Modiano reports on the phenomenon of Athens College.**

Of mathematics scholarships awarded by Trinity college, Cambridge, this year three went to graduates of Athens College. Another graduate of the college won a top scholarship in physics to Balliol, Oxford, and five more leavers are currently keeping their fingers crossed hoping to win scholarships at Imperial College, London.

For this leading Greek school, alma mater of several leading Greeks, including the Prime Minister, Mr Andreas Papandreou (class of '38), this was just another vintage year.

What makes Athens College so successful?

Dr John Summerskill, the American president for the past five years, believes that it is a combination of talented, hand-picked teachers, a first-class GCE Department, high standards all round, and students eager to work harder than average.

In 1978, four Athens College graduates made Cambridge, several had scholarships at Harvard and Cornell. In 1980, four went to Trinity College, one to Oxford. In 1982, out of 23 applications to British universities, 22 were accepted. Last year the Massachusetts Institute of Technology, Princeton, and Yale awarded scholarships to college students. "Most of the highly selective American universities know that grades here are meaningful," Dr Summerskill said.

Ever since it was founded 59 years ago by a small group of public-spirited Athenians who were soon joined by Americans, the college has sought to impart "the finest academic training available in Greece". Greek and American educators joined forces in a rare experiment of bicultural cooperation, as American methods were adapted to Greek traditions.

Over the years, the college has expanded from being a secondary school for boys only, to taking boys and girls of all ages and providing one more year's tuition than corresponding Greek pre-university studies.

The college is situated on a 40-acre pine-covered hill in Psychico, north of Athens, and its main campus contains 10 major buildings, a chapel, and seven faculty houses as well as vast sports grounds. The 45,000-volume library is the largest school library in Greece. A £1.3 m theatre was built last year with American government aid.

The establishment of another 46-acre campus for the elementary school in 1977, increased the school's total capacity to 3,100 students – 1,700 in the six-year elementary school and 1,400 equally divided between the three-year gymnasium and four-year *Lyceo*. There is a faculty of 250 teachers, one-tenth of them non-Greek.

English is a required subject from the age of nine, and by graduation the students are effectively bilingual. Of the 165-odd students who graduated last year, about one-third plan to go to British or American universities.

"Our best students come from families who want demanding education," Dr Summerskill says. "Many people think we are a school for Greek shipowners. We certainly have children of shipowners here, but we also grant 360 scholarships each year to deserving students."

The cost of these grants is over £200,000 a year, which is added to the school's growing deficit (£320,000 last year) as the college which is a non-profit institution suffers from government restrictions on increases in private tuition fees, despite the mandatory rises in teachers salaries.

An SOS ("Save Our School") fund drive for about one million pounds is being launched to cover the deficit, and help repay the bank loan used to complete the second elementary school at Kantza, to ease an annual waiting list of 1,500 for 270 admissions.

Dr Summerskill says that London-based Greek shipowners, old alumni of the college, or those who send their children there, are rated among the top benefactors.

"Athens College," he says, "has educated more people who are now in Greek public life than any other single school."



LETTERS

# Communication must be the aim of foreign languages

Sir – The alarm and misgivings provoked by Richard Bird's speech at Bradford University (*TES*, January 13) derive, at least in part, from his suggestion that disquiet at the dominance of French in modern languages teaching may be ill-founded. His own guarded support for the status quo rests, however, on the altogether dubious premise that "the main aim of exposure to a foreign language" in secondary schools is "the acquisition of learning skills".

The main aim of exposure to a foreign language at all levels of education must surely be acquisition of the ability to communicate in that foreign language, and the decision which language to teach must be informed by a range of cultural, political, and economic considerations. Such considerations might justify parity for French with, say, German, Spanish and Russian, but would also suggest that the present position is indefensible.

It is imperative that we move to a situation where all secondary schools offer at least two foreign languages on an equal basis and local education authorities include at least four foreign languages in their total provision of language teaching. With sufficient will and determination, there is no reason why these objectives could not be achieved by the end of the decade.

STEVE GILES
Lecturer in German
University of Nottingham

## Prep policy

Sir – I share the alarm expressed by your correspondents about the appalling suggestion that French may have a monopoly of the foreign languages taught in state schools and about the general contraction of modern languages in the curriculum.

Unfortunately, there are also ominous rumours about the future policy for modern languages in independent schools, namely that the start of French be postponed from the age of eight or nine to eleven. If implemented, such a proposal would, it seems to me, have four disastrous consequences:

- It would conclude the teaching of French to younger children, teaching *that has in many*, though not all, cases been very successful and which has provided hard evidence of the advantages of an early start;
- Because fewer teachers of French would be required, it would undermine the highly desirable setting by ability that is possible in the larger preparatory school;
- In the smaller schools the French teacher would find that his subject occupied only half his timetable, and so would be compelled to teach other subjects. This would result in difficulty in recruiting those who were both dedicated teachers *and* committed specialist linguists, and in turn lead to a lower standard of tuition;
- Second foreign languages would disappear in preparatory schools, just as they are becoming well ostablished, enjoyable and beneficial.

There is obviously a pressing need for all teachers of modern languages to defend their discipline in all types of education, especially at a time when communication with our fellow Europeans is so important.

RHG WESTLAKE
Head of Modern Languages
Crosfields School
Reading

## Too insular

Sir – As a student of French, German and Spanish at school, and now a teacher of English as a foreign language, I read with some interest the regular whimpers from foreign language teachers who complain that their subjects are losing popularity with pupils and are being squeezed out of the curriculum.

I suspect that mutterings about the need for national proficiency in foreign languages to improve business relations overseas, are not taken in the least bit seriously by anyone, either the person in the street or those in positions of authority.

I am frequently abroad, employed as a trainer of teachers of English as a foreign language in other countries. Two facts constantly embarrass me.

1 As a nation we are so insular that we do not place the learning of other people's languages at any premium while other countries are remarkably efficient at teaching our language.

2 The methods employed by what I suspect is still the majority of modern language teachers in this country have long since been abandoned in many countries.

There is a basic contradiction in arguing the need for communicative proficiency while using methods which ignore the primacy of speech and which do not appear to be in the slightest bit aware of the findings of linguistic studies this century.

If teachers of modern languages are concerned at the demise of their subject (and they should be), I would suggest that they have a look at what the rest of the world is doing. If they attempted to make their subject more relevant to the needs of their students in both content and method, I imagine it might become a more attractive option.

CAROLYN WALKER
The Places
Fore Street
North Molton, Devon

## Points of view

Sir – I should like to respond to Richard Garner's article on teachers' wages (*TES*, February 17) by pointing out that as a graduate teacher with five years in the profession, I earned £7,177 in the year ended March 31, 1983.

ANDREW ROBSON
1 High Street
Theale
Berkshire

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Sir – I am not quite sure what Mr Storrs means when he says that the work of teachers is vastly more important than that of caretakers (Letters, *TES* February 17). I am even less sure that I agree with him.

What I am sure of is that I am enormously grateful for the work of people such as himself who make my job as a teacher not just easier and more pleasant but actually possible.

BARRY GRAY
24 Balmoral Road
Gillingham
Kent

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Sir – I am fed up with STOPP. I am fed up with sociologists. I am fed up with Dr Muffett.

R G BOWERS
Headmaster
Lane End Junior School
Cheadle Hulme
Cheshire

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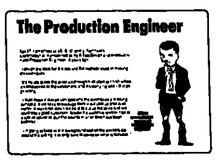
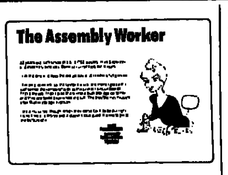
Sir – Christopher Price may know where Northumberland is, but I am surprised by his ignorance of modern Nigerian history (*TES*, February 17).

D J Muffett's book *Concerning Brave Captains* is not about "tribal warfare" but the British conquest of northern Nigeria. According to some scholars, the ruthlessly parsimonious educational policies of the administration thus established, by contrast with the much greater mission-assisted educational expenditures in southern Nigeria, contributed greatly to the regional tensions that finally erupted in the Civil War 1967–70: grist to the Price mill, I would have thought.

PAUL RICHARDS
2 Wordsworth Road
London SE




## Sexist pack

Sir – It was with interest that I read of *The TES* Engineering Essay Competition for teachers and careers officers, sponsored jointly by *TES* and the Engineering Careers Information Service (ECIS), and including an element "Women Into Science and Engineering (WISE)" (*TES*, November 25, 1983).

I work as a tutor-librarian in the college library, so imagine my surprise when, next day, I found myself about to process a careers information pack called "The Quality Circle Project", produced by the same ECIS, yet which seemed too grotesquely sexist to merit placing on the shelves.

In the "Task Analysis" part of the pack, of the five people employed in engineering production, four are men, three of whom occupy the higher points in the hierarchy: production engineer, quality controller and supervisor. Although the woman possesses three CSE passes, she occupies a position inferior to that of the supervisor, who has *no* examination passes!

The greatest insult, however, lies in the illustration of the material: whereas the men are permitted unattractive, rumpled suits yet exude an air of "manly" authority, the one female is represented by crude caricature, lurching over her piecework in pose of vacant titillation; her style of speech is "chatty", while the only creases in *her* outfit are predictable. The point is that the woman is defined entirely in terms of her sexuality, a feature as irrelevant to this context as it is for the men.

ELIZABETH ALLEN
Library Department
York College of Arts and Technology

## Joining in

Sir – It seems unfortunate that Kent and O'Brien "Separate development", (*TES*, January 20), in what appears to be a sensitive attempt to manage resources in response to their pupils' needs, have misunderstood the motives of music advisers in their advice to primary schools.

Contrary to their opinion, encouraging class teachers to involve themselves in music with their classes is not an expediency to overcome a lack of qualified music teachers. It is rather a desire to encourage teachers with skills (admittedly often lying dormant) to involve their pupils in the personally liberating activity of exploring and composing in the artistic medium of music.

Unfortunately, teachers of the craft of manipulating the tools of music are rarely equipped to handle the deeper inter-reactive processes needed to undertake a good creative programme.

PAUL TWEDDELL
General adviser
(School Support Services)
Tameside Metropolitan Borough

## Race issues

Sir – I must record my disgust at the distorted view of what I said reported in your article "Black staff urged to speak out on racism" (*TES*, February 17).

The whole thrust of my contribution was that black teachers should seek to form alliances with white colleagues who were truly committed to combating racism in education. I commented in my observation that to date black teachers have not been sufficiently vocal in highlighting the way in which the belief in white superiority is being transmitted in schools. However, at no stage did I argue that only black teachers could bring about changes in attitudes. That is too great a burden to lay on the shoulders of my black colleagues.

Changes in attitudes can only be made by the people who hold the negative attitudes. I am not as obsessed with changing teachers' attitudes as your article implies, but I am concerned with changing the structures and practices in education which perpetuate racism.

Your article failed to report the distinction I made between "liberal" teachers and those who were really committed to anti-racist education.

I think that it is time for your paper to examine the real issues in the debate on anti-racist/multicultural education. The issue is to often presented as a socio-political debate. In an area like Brent, it must be a central educational issue if teachers are to comply with Section 7 of the 1944 Education Act, which states that ". . . it shall be the duty of the local education authority for every area . . . to meet the needs of the population of their area".

The main factor in the debate is therefore the matter of professional integrity and not of attitude.

GERRY DAVIS
General Adviser
Education Department
London Borough of Brent

LETTERS

# Setting the record straight

Sir – Your editorial response (*TES*, February 17) to Sir Keith Joseph's speech to The Historical Association contains two major misunderstandings of the current debate on the place and purpose of history teaching. This is all the more disappointing in view of the optimism engendered by Sir Keith's speech which displays his awareness of and belief in the great advances in recent years within history in schools.

Firstly, you suggest that there is a difference in "fundamental objectives" between the proponents of content-based and concept-based history. This need not be the case and certainly is not the case in the thinking of the "History 13–16 Project", the major vehicle for the concept-based approach.

"History 13–16" gives primacy to concepts such as change, causation and evidence for three reasons:

- without a sense of these concepts *collections of information about the* past cannot be related to the present;
- explicit discussion of these concepts allows much clearer opportunities for relating history to pupils' needs;
- concepts can provide the backbone of a progressive syllabus so that pupils are faced by a series of steadily more demanding tasks as they mature.

That said, content cannot be dismissed. We need material to illustrate these concepts and some areas of content are better than others for illustrating, eg questions of reliability of sources. Even then we are still left with a great range of choice, which is where Sir Keith's discussion of the nature of content is so important to the debate on criteria for selection of content. The text of his speech does not suggest that he has "put down a marker for the traditional view of national history" if, as he suggests, national history is to be seen against the critical awareness developed by conceptual understanding. It is this emphasis of content within a conceptual framework that the experience of "History 13–16" supports.

On a second major issue your suggestion that the "professionalization of history" is responsible for history's decline is nonsense. Assuming that "History 13–16" with its emphasis on concepts and method is in the van of this "professionalization" it is difficult to tally your suggestion with the fact that around 800 schools now use the "History 13–16" examination course, with a current take-up rate of 50 schools per year. More significantly, these schools report increased numbers opting for history and that pupil's respect for history as both relevant and challenging has increased as a result of this "professional" approach.

Thus Sir Keith's Historical Association speech displays a greater sense of the potential of history in schools than does your leader. However, he has failed to address one crucial issue if we are to see pupils tackle cause and consequence, and evidence successfully and that issue is in-service training. Few history degree courses prepare students for the tasks of analyzing concepts. Who is to do this? Only the "History 13–16 Project" has consistent and considerable experience of this work and, as a now ageing curriculum development project, we are now *without external funding.*

IAN DAWSON
Project Director
History 13–16
Trinity and All Saints College
Leeds

## Correcting reply

Sir – After having extended every courtesy to your staff, by allowing ourselves to be interviewed and photographed for your feature "When school is out" (*TES*, February 17) you can imagine our surprise and annoyance when reading the article, to find glaring inaccuracies, and a quote attributed to us that we would never under any circumstances have uttered.

If we may, we would like to put the record straight: 1. our daughter's name is Kristie with a "K" not "Ch" as printed. Our daughter showed immense displeasure at the misspelling; 2. The word "unqualified" as used in connexion with my work, is totally misleading and could cause untold damage if taken in the wrong context by a person with whom I had been cultivating an atmosphere of trust and confidence. I am eminently qualified by virtue of experience and success, and take particular offence at your reporter's careless use of the word "unqualified". Academic qualifications are not a necessity for a successful counsellor; for example, Samaritans, marriage guidance, AA etc; 3. Your reporter states that Kristie finished her work before the rest of her class, and as a result became bored. Not so, Kristie was bored, but her work rate was not faster than the rest of her class; that was one of the original reasons for her de-schooling four years ago; 4. We have never and will never make such a negative statement as the one attributed to us by your reporter. We have never worried that we may want to slide back into the system, and have never quoted anything to the contrary.

These four points may seem trivial to yourselves, but to us they mean a great deal.

RICHARD A JOHNSON
32 Newbury Close
Northolt
Middlesex

*Jo Newson writes: I apologize for misspelling Kristie Johnson's name. I used the word "unqualified" to convey concisely that Mr Johnson has no formal qualifications in counselling. The word was not carelessly used, nor do I think it discredits his work. All the quotes attributed to Mr Johnson are taken from my notes of our conversation and are, to the best of my recollection, an accurate reflection of what he said.*

**Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.**

## Reading matters

Sir – In response to Terry Gifford's criticism (*TES*, February 3) of part of my article on teenage reading, I would first like to correct his statement that it "never occurs" to me to comment on the Judy Blume industry.

He couldn't have known that a section on sexism (and others on racism and adult fiction) was cut from *my draft for lack of space.* The sexism section would indeed have cited Marion Glastonbury's article on Judy Blume to which he refers, David Rees's article on Robert Westall, and reviews of individual titles. But as my article developed into a survey of actual and threatened book-banning, I hadn't sufficient evidence of Blume-banning to justify including that section.

Mr Gifford complains I did not comment on the ethics of the *Scarecrows* poster. But my article was not primarily a platform for my views on the ethics of teenage fiction, but a survey of how strongly-held moral convictions cause adults to intervene between the book and the teenager.

Of course, I know publishing is a commercial business. I thought this was implicit as my article discussed how young adult books are *not*, unfortunately, seen as a commercial proposition by adult publishers and booksellers. They are therefore left to be marketed by children's publishers and booksellers despite their unsuitability for children's reading.

Since teenage/young adult books can bridge the gap to adult reading, it follows that marketing them could be both an educational and a commercial investment.

My personal reservation about the *Scarecrows* poster lies in the likelihood of its display in children's libraries and bookshops, prompting under-12s to request the book.

But what a choice: to be accused of "moral bankruptcy" when trying, as a one-off, to sell a "quality" book to reluctant readers; or to face, perhaps, real bankruptcy if the teenage list doesn't show a profit!

I am far more concerned about the connotation of "Puffin Plus" as a series title implying books far closer to Puffin than to adult fiction, and I know I am not alone in this. On the one hand, they get into primary schools by mistake; on the other, good young adult books may not be paperbacked on the grounds that they are "too old" even for Puffin Plus.

Mr Gifford is apparently so involved in what he perceives as publishers exploiting teenagers, that he neglects to consider the danger of teenage lists folding altogether.

JESSICA YATES
14 Norfolk Avenue
London N15

## Unmasked bias

Sir – My purpose in writing this letter is not to protest against the venom and hatred against Islam that ooze from every line of Victoria Neumark's review of Cook's *Muhammad* and Arberry's *The Koran* (*TES*, February 10). After all, she has been honest enough to display her impeccable credentials, and motives too, to do so in the very beginning: "partiality" rooted in Jewish-Protestant-Roman Catholic-Buddhist background and "not altogether happy experience" in the Middle East.

Nor is my intention to question the inaccurate statements which she has so confidently paraded. These must be a result of ignorance, or hearsay, or even deliberate falsifying, perhaps in the hope that most of her readers have neither read the Koran nor would take trouble to do so.

Otherwise, even a sixth-former could check that they are nowhere in the Koran. Rather, he would find entirely opposite teachings: for example, that adultery "is punishable by death for the woman but beating for the man" (The Koran 24:2); the Koran "calls on believers to abuse them (Jews) too" (6:108); that the Paradise is "an exclusively male preserve" (40:40); that "the person and properties of the non-believer are not sacrosanct" (5:34) etc.

Nor, even, I wish to question her *absolute right to judgment if she found* the Koran as misogynist, treating the women as idiots; or indulging in abusing the Jews. Only, I am surprised that, despite her background, she did come to this conclusion! For in vain one would look in the Koran to find anything comparable to what is said in Buddhism: "inscrutable as the way of fish in water is the nature of woman, those thieves of many devices, with whom truth is hard to find" (*Chullavagga*). Or, by St Paul: "a husband has authority over his wife just as Christ has authority over the church". And woman, of course, is the origin of sin.

As far as abusing the Jews is concerned, perhaps she considers it an exclusive prerogative of the Jews *themselves to do so, not certainly that* of a *goy* like Muhammad. Otherwise she would have found much worse "abusing" in the Prophets like Isaiah.

My sole purpose in writing this letter is to congratulate her on having the courage to remove the mask of civility which many in this age have been forced to wear and to revive the traditions and fantasies which were once spun in medieval Europe, by the fireside, into such vituperative outbursts as *Song of Rowland.*

KHURRAM MURAD
Director General
The Islamic Foundation
223 London Road, Leicester

## Race theory

Sir – As the writer of the "inevitable" response to Nick Wood's article, may I be allowed to comment on the letters that it has provoked (*TES*, February 9). The Ballard/Driver pieces are reminiscent of the "soft" and "hard" approaches adopted in certain theatrical presentations of criminal enquiries; but then as they are well used to working together (*New Society*, Vol 40, No 767, and *New Community*, Vol VIII, No 2) this is not too surprising.

However, I am sure we are all very grateful for the information that "what teachers find most disturbing is not their minority pupils' skin colour, but their determination to act in their own interests in their own ways, regardless of teacher expectations" and look forward to learning more about this interesting theory.

Moving on to Dr Driver, of course I am delighted that he has at last had an opportunity to run on about his problems with the Rampton Inquiry and his treatment of Ms Taylor's thoughtful book *Caught Between.*

What is this "grand theoretical position" that obsesses him? I was simply pointing out that Short's work does not seriously contradict Rampton's remarks about teachers and *their* intentional or unintentional racism. Remarks which were not, as Ms Dummet reminds us, set out in a "dogmatically deterministic" way. Naturally I will be presenting the Durham and Newcastle Education *Review* with a full account of my objections.

As for Dr Driver's findings about the academic achievements of second-dary age West Indian girls, I would refer your readers to pages 114–122 of *Caught Between* or perhaps to your letters column of some four years ago (*TES*, February 8, 1980) when Claude Stein pointed out Eysenck was "first with the evidence". They may even care to delve into back numbers of *Social and Economic Studies* to read exactly what Smith and then Manley said about the achievement of Jamaican girls. Though in reading M G Smith's paper they may be in for a surprise if they are expecting it to support the points made on page 12 of *Beyond Underachievement.*

F J WORSLEY
*In-Service Tutor*
Division of Education
University of Sheffield

## Software options

Sir – With reference to the article by Mike Skinsley ("Computer runs", *TES*, February 3), I should like to draw your attention to the fact that there are already in existence two computer programs for comprehensive scoring and final award calculation for the AAA/ESSO 5-Star Award Scheme.

The first is for the Research 380Z computer and has been available from Longman of Harlow for a year. The other is for the BBC/ACORN computer and further details can be obtained from me.

Both are published in association with the Amateur Athletic Association.

F A KEEN
"Westways"
Upper Tadmarton
Nr Banbury
Oxfordshire





FEATURES

# Questions of minor law

## Nick Baker sums up for the legal centre specializing in children

*Can a doctor pronounce a child unfit for school on a long-term basis?*

*Can a child make an application for access to his sister or brother who lives with the other parent?*

*Is it legal for a school to close during the lunch break?*

*Does a 16-year-old have to emigrate with parents against his or her wishes?*

*A 13-year old mother wishes to place her baby in care. Her mother objects – who has the right to decide?*

*(Answers below.)*

Questions like these are typical of the thousands of inquiries dealt with by the Children's Legal Centre since it was set up three years ago. A charity funded by the DHSS and trust funds, its aim is to inform and educate parents, teachers, social workers and, of course, young people themselves on all aspects of the law as it affects children. In cases where the centre's research reveals areas where children's interests are poorly served by the law, it sets itself the difficult task of lobbying for change.

Since its opening (*TES*, February 20, 1981) the centre's staff has grown from four to seven full-time workers. These include two solicitors and a barrister. All the other staff have experience either in law centres, social work or education.

However, the centre does not act as a law practice. Its advice service will often appoint a centre worker in simple disputes – where an intermediary is needed between a child and a social worker, for example – but generally it's a matter of providing information or referring callers to a solicitor and advising them how they should instruct that solicitor.

One thing that centre workers experienced difficulty with at first was finding legal practitioners with appropriate knowledge, not only because child law doesn't figure importantly in the training of solicitors, but also because the Law Society won't publish lists of solicitors with any sort of specialism. It is even forbidden for voluntary bodies to share their own such lists.

By far the highest proportion of advice service users are parents. Then come voluntary organizations, lawyers, social workers and young people themselves. Inquiries from teachers account for a mere 3 per cent of information requests.

The Children's Legal Centre uses its advice service as a sounding board to isolate areas of concern, upon which it can then act. For example, centre worker and ex-ACE director Peter Newell took up the cases of four callers who were having difficulty in getting the Inner London Education Authority to integrate their handicapped children into ordinary schools, as the 1981 Education Act requires. All the children eventually got the placements they wanted, and ILEA was forced to reconsider its policy on the matter.

Similarly, when a group of Oxfordshire parents approached ACE asking how to deal with their authority's plan to refuse education to mentally handicapped children between 16 and 19, the centre was able to back the campaign with legal "muscle". After considerable national publicity in February 1981, Mr Mark Carlisle, the then Education Secretary, intervened and instructed Oxford that it had a statutory obligation to provide suitable education on requests to *all* 16 to 19-year-olds. Here, the centre was definitely "spoiling for a fight" and, unusually for them, were prepared to do battle in the courts on behalf of the parents.

However, making sure that existing law is obeyed is only one part of the centre's aims. The staff also want to see changes in law and policy as it affects young people. Naturally, one area of interest is the way a school governs itself and the centre has published a Charter of Rights and Responsibilities – a draft constitution designed to cover all members of a school community, staff included. Much of the constitution refers to the Articles of the European Convention of Human Rights, on issues like discrimination, freedom of information, freedom of expression, and freedom from degrading and humiliating treatment. It also suggests frameworks for parental and pupil participation in policy making and curriculum planning as well as grievance procedures. The document is couched in the language of discussion rather than prescription, sensibly avoiding the appearance of "telling schools what to do".

In some cases, though, the centre doesn't pull its punches in demanding changes to law and practice, particularly as they apply to young people at risk and even more particularly where the risk involved is from the actions of the very agencies appointed by local authorities to care for those young people.

In the first edition of *Childright*, the centre's monthly magazine, there was a disturbing article about the forcible drugging of girls in care. The source was a leaked report to the director of social services of the authority concerned, where the girls were being held in a secure unit. The report made it clear that the tranquilizing drugs were administered forcibly by injection, for control rather than medical purposes.

The centre took the report to Tony Newton, Joint Parliamentary Under-Secretary at the DHSS. His reaction was swift, and the second edition of *Childright* was able to report in October 1983 new legal provisions for the administering of drugs to young people in care. These provisions included more detailed examination by a medical practitioner, the consent of parents or guardians and, most important, the confining of the use of tranquilizers to clinical and therapeutic application.

The centre can even use its repository of legal skills to suggest new law, as it successfully did for the Criminal Justice Act of 1982, which included the centre's proposals for the right of children in care to be heard in juvenile courts within 72 hours should they be put in a secure unit.

Children's rights can be affected by muddleheaded bureaucracy as well as inadequate law. For example, agencies who try and help with homeless young people are forbidden by law to help those running away from care (an estimated 350 such children in any one week, says the centre). On their return to care they are likely to be placed in "secure" wings from which they often abscond again.

Yet often they are in care in the first place not because they have committed an offence but for other reasons – in one case because an authority's housing department refused to find suitable accommodation for a mother and daughter until the mother's divorce had been made absolute. The resulting cat-and-mouse games can be extremely harmful for the young people involved, yet they can't turn to anybody for help in negotiating a "non-punitive" return to care because to give such help is, strictly speaking, illegal.

Although much of the centre's resources are used lobbying on behalf of groups and individuals, it also prepares a great many handbooks and leaflets. A good example is *When Parents Separate*, a guide to the child's rights in divorce cases.

One area of performance that the centre would like to improve upon is its work with young people. *It helped set up* NAYPIC – *the National* Association of Young People in Care, which recently received a DHSS grant of £111,000 for use over three years.

The centre would like to see a similarly independent organization of school students run along NAYPIC lines. The problem is that as a centrally-sited agency with a national responsibility, the centre cannot very well open its doors to young people – its resources would be devoured by the needs of the young people of Highbury, the area of London in which it is based.

Centre worker Rachel Hodgkin would like to see regional children's legal centres opening throughout the country, where young people could go for help and even representation.

In cases where children are involved, the courts are never slow to declare that they have the child's best interest at heart, as the law demands. Oddly enough, the law does not demand that courts ask the child what those interests are. If the Children's Legal Centre's casebooks, researches and publications are anything to go by, a child's interests take second place too often to those of expediency, bureaucracy – and perhaps worst of all, economy.

*Answers to questions above:*

*1 Yes, if his special needs are not met by the school.*

*2 No.*

*3 No, except in cases outside the l.e.a.'s power.*

*4 No – he/she can make him/herself a ward of court to stop it.*

*5 The 13-year-old has the right to decide.*

*The Children's Legal Centre is at 20 Compton Terrace, London N1. Tel: 01-359 6251.*

# Delayed action

## Holding the threat of a care order over persistent truants infringes their basic rights, critics of the 'Leeds system' tell Jack Cross

For more than 10 years the juvenile courts in Leeds have had their own way of dealing with absenteeism from schools. They have eschewed the orthodox method of making supervision orders which place truants under the authority of social, welfare and probation officers. Instead, young people who are brought before the courts under section 1(2)e of the *Children and Young Persons Act 1969* have their cases adjourned and are brought back at intervals to have their records re-examined by the magistrates themselves. What the principal education welfare calls a "Sword of Damocles" is kept over their heads in the form of interim or full care orders; if they don't improve their school attendance, punctuality and behaviour, they may be sent to a community home.

The "Leeds system" has received a lot of publicity (including in *The TES*, February 11, 1983) and has stimulated both approval and opposition. Roger Grimshaw and John Pratt are among its most authoritative critics. They have been researching the uses of legal action to deal with truancy as part of a joint Sheffield University and City Council project supported by the Nuffield Foundation and suspect that national statistics (which show fewer supervision orders and an increasing proportion of no decisions) indicate that other courts have been quietly following the Leeds example. One of their worries is that "no decisions" don't show up easily in the records, so the public is denied accurate knowledge of what is actually going on.

All the more reason, they feel, to examine carefully the legal, ethical and educational implications of such procedures for dealing with this kind of offence. They don't doubt the innovators' motives. "We recognize, of course, that the concern of the Leeds researchers and the juvenile court to reduce truancy has in itself been laudable, *and it has been this intent that has* informed the various initiatives they have adopted. But we are bound to say that, in our view, consideration of justice must take precedence over 'good intentions'." Then they go on to the attack.

Grimshaw and Pratt quote Lord Scarman – "Justice delayed is justice denied" – and, indeed, Magna Carta ("To no one will we delay right or justice") in claiming that any court which uses adjournments for any reason other than the collection of fresh evidence is on very shaky legal grounds. They have extracted from the Leeds records histories of cases which have dragged on for years. In 1980–81, the magistrates were still dealing with nine children who first came before the court in 1976–77, 91 from 1978–79 and 262 from 1979–80. Children who appeared to have learned their lesson might, if suspected of being "truancy prone", have their cases periodically reviewed (in their absence and that of their families) and find themselves resummoned. Exasperation at the ineffectiveness of supervision orders has, say the Sheffield critics, led the Leeds magistrates into an assumption of executive powers never granted by Parliament. They believe that the spirit of the 1969 Act requires children to be taken out of the formal judicial process as soon as possible – not retained within it, virtually *ad infinitum*.

The case for the Leeds system rests largely on research carried out at the university by Dr Roy Hullin (biochemist and chairman of the juvenile court), Dr Ian Berg, consultant psychiatrist, and others. Dr Pratt says there must be flaws in controlled trials which don't include pupils in the fifth year ("Ridiculous – that's where the highest incidence of truancy occurs") or children who flatly refuse to go to school. "I suppose you could say the system 'works' for some specific groups of children – but is it worth it?"

The Sheffield thesis is that it devalues the judicial process; fear of the court is not the same as respect for the law. They quote a mother who told them that their child, who had been taken into care, "can't understand why he's in a home when he hasn't done anything wrong". Neither the truants, most of their peers, nor even the law itself, considers truancy seriously criminal behaviour yet, under such a system, truants are liable to be punished more severely than perpetrators of acknowledged crimes.

Dr Pratt calls the Leeds procedures mechanistic, showing little concern for an individual child's reason for truanting nor interest in the nature of the schooling they are missing. Research in Sheffield shows that poverty is a major factor in truancy, as are low self-expectations by the child concerned. "For a variety of reasons, usually associated in the eyes of children with the irrelevance of what they were taught both in respect of their current circumstances and future likelihood of (un)employment, schooling had simply diminished as a serious and worthwhile part of their lives, and they had restructured their day-to-day activities accordingly."

It's not enough to see that the youngsters go back to school. Leeds' secondary schools have *one of the worst pupil teacher ratios and* long-term absentees are not always welcomed by hard-pressed teachers who find returning recalcitrants just more problems to cope with; it's virtually impossible to help them regain the ground they have lost.

In a report presented to the Home Office by Dr Hullin and Dr Berg, much was made of a direct (if not necessarily causative) connexion between juvenile truancy and adult criminality. Dr Pratt says that, in Sheffield at least, they could detect no significant relationship between absenteeism and delinquency. "Truants tend to hang about the estates, in their own homes and those of friends. In spite of our cheap fares they rarely come into the town centre to indulge in shop-lifting or vandalism."

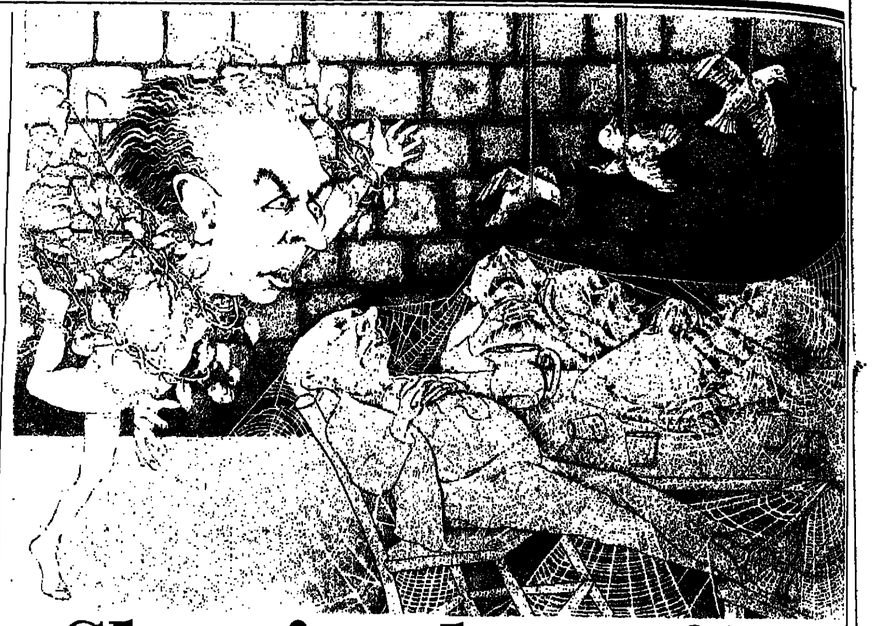
Grimshaw and Pratt offer no cut-and-dried answers to the problem of truancy. They suggest magistrates and social workers should combine to create a system of supervision which would enable social workers to get together with schools to see that they provided the kind of education which would persuade absentees to return and stay. In place of absolute "middle class" attendance objectives, the aim should be to establish "realistic" expectations. Something like this would be more worthwhile that "any system which relies on increasing, ultimately, the number of care orders, with all their attendant disadvantages". Almost anything would be better than to keep dragging them before the courts.

FEATURES

School governors are unsure of their powers, their purpose or just who they represent according to research carried out for the DES. Maurice Kogan, Daphne Johnson, Tim Packwood and Tim Whitaker of Brunel University spent three years studying eight governing bodies in the South East, attending over 100 meetings and conducting more than 360 interviews.

Their results indicate a considerable gap between the reality of governing and the expectations of the Government and the 1977 Taylor report on school governors. The researchers conclude that governing bodies are 'sleeping beauties still waiting for the kiss of politics'.

Here they present their findings, along with ideas to wake governors up.



# Sleeping beauties

Our research reveals a wide variety of ideas among governors about just what they are there for. An important one concerned accountability; the existence of the governing body meant the headteacher and staff had to account to a wider public than their own staffroom; it could act as a checking mechanism to reduce the possibility of things going wrong in the school or in the education authority.

Another broad purpose was seen as liaison: teachers, parents, local people and councillors could be brought into contact through the governing body, and made aware of each other's viewpoint. The governing body could help the school by getting the teachers' problems over to the l.e.a., by "battling with the council on behalf of the school", or by giving official approval and encouragement to what headteacher and staff were doing.

Ideas about purpose, however, are tempered by experience. Governing bodies oscillate between different purposes. They have no explicit terms of reference but are shaped by the local political, community and school culture. Their work responds to convention, and to what such influential figures as the headteacher, chairman or clerk believe to be appropriate.

One teacher found the governing body to be a "*post hoc* institution", only hearing about decisions once they had been made, and without any ability to alter these. Others concluded that a responsive role was all the governing body should strive for. It was not for the governing body to innovate or initiate.

In some bodies, lay governors remained "outsiders" to the school, and felt unable to comment or check on the day-to-day realities of school life. But in other cases governors found themselves drawn into a working partnership with teachers, clarifying the overall aims of the school or helping to test the feasibility of a new scheme for pupil "profiles".

Sometimes the pressure of particular business pushed aside all thoughts of introducing new viewpoints. One chairman considered that the governing body of one dilapidated school had functioned for over a year "in a first aid role, as a maintenance committee of the l.e.a." But in another case there seemed so little for a governing body to do that governors kept up attendance just in case of any eventual "last-ditch, residual role, in an emergency or time of change".

Perceptions of purpose also include questions about a governing body's place in the local education system: is the governing body the creature of the local authority?

Our research led us to identify four models:

● An *accountable* governing body would concern itself with the school, and have the authority to ensure that it was operating satisfactorily within prescribed policies. (This, of course, was the Taylor formula.)

● An *advisory* governing body would also be concerned with the school, but take the lesser role of testing and legitimizing the work of the professionals, as a kind of "second opinion".

● The *supportive* governing body would look outward from the school to other elements of the education system, but concentrate on advancing the interests of the school in this wider sphere.

● A *mediating* governing body would also focus on the school in the local education system, but with the authority to bring the different interests together and negotiate between them. Here the wishes and needs of the school would be set against those of other institutions and community groups.

This wide range of purposes is linked strongly with uncertainty about legitimacy. By what right are governors there? They have no model of a non-aligned school governor to clarify this point. Their legitimacy to serve derives from parenthood, or employment in the school, or affiliation to a particular party, or residence or activity in the local area. But should this heterogeneous group, emerging from diffuse sources in the political system and the community, develop a corporate identity which might become detached from their sources of appointment? Or should each category of governor try to be in touch with and be accountable to a body of constituents?

In one authority, governors nominated through the l.e.a., by political parties, were quite clear that their contributions in governing body meetings should draw attention to their party's policies, whether or not these had been adopted by the local authority. But in a larger authority, l.e.a. school governors were put forward by town councils and frequently had little knowledge of the overall education policy of the authority.

**'Is the governing body a creature of the local authority?'**

In yet other cases, political parties seemed to have reached out widely to make up their quota of school governors, with the result that some individuals attributed their nomination to the fact that they had once put envelopes through doors for a party of which they were not formally a member, or that they had made a speech which seemed to "ring bells" with councillors present in the audience. For these governors, the notion of a "constituency" was not a valid one.

Community governors, too, often had no obvious constituency. Nor had they always had any obvious contact with the school they were governing. Bodies were formed through developments called upon to govern. One such governor, a middle manager from a large local firm, "tapped" his company for charitable donations to the school's fund-raising activities, but otherwise operated as an individual with a general interest in local education. And a representative of higher education appeared to look more towards his political party for a viewpoint, than he did towards the institution which had put him forward as a community governor.

Parent and teacher governors certainly had previous knowledge of the school they were called upon to govern, but took a variety of positions about their legitimacy as representatives. In one school, teacher governors wrote reports on what had happened at the governing body, and held meetings to canvass the opinions of other teachers. But they experienced difficulty in knowing what was "restricted discussion", and what could be reported to the staff.

In another school, teachers were clear that it was their role to transmit the views of staff to the governing body. One teacher stated that if she felt strongly opposed to an issue which other staff asked her to raise, she would feel obliged to resign her place on the governing body. But none of these teachers saw themselves as mandated on *all* issues that the governing body considered.

In some cases, the question of a constituency was not a central concern – teachers had joined the governing body with an eye to their future career development rather than to take on a representative role.

Parent governors, however, all seemed to feel they should represent their fellows, but in most cases felt unable to do so. Some felt they were "quite untypical" of other parents, and that this was demonstrated by their being the only individuals to express an interest in serving on the governing body. Others wanted to speak for fellow parents, but found no way of canvassing their views. PTA meetings would not fully serve for this since attendance there was low.

First-school parent governors, however, felt in touch with constituents through the "school gate" gathering, and had the most confidence of any parent governors about their understanding of parents' concerns and interests.

The powers of governors are a third major areal of uncertainty. The official Articles of Government might be expected to provide an authoritative statement about the powers of governors. But such articles are often out of date, with low priority accorded for their reformulation.

Some authorities issue a handbook of guidance for governors which, although not a legal document, is seen as superseding the terms of the articles. In other cases, the clear expectations of the authority about the standing and scope of governing bodies are conveyed through delegation of appointment of a new headteacher the role of the governors' letters of appointment, through agenda papers, and through the resources made available for the servicing of governing body meetings and the dissemination of their pronouncements.

Some authorities taking part in the research seemed to have a consistent policy about the standing of school governing bodies. In one case this took the form of expressing respect for governors, formally consulting them about all proposals for change in l.e.a. policy, and informally using officer presence at governing body meetings as an "ear" to important grass-roots opinion in the authority.

In other cases, the stance taken seemed more opportunistic. Governors' opinion was sought on some matters but not asked for, or else ignored, on others. Yet another view was that governing bodies were, or should be, entirely local to their school, and need not be troubled, or trouble themselves, with authority-wide concerns.

Individual governing bodies are further shaped by the views of headteacher, chairman and clerk about the appropriate scope for school government. Headteachers, whether they were *ex officio* governors or "in attendance" on the governing bodies studied in the research, proved to have firm views about an appropriate role for governors. One headteacher saw the governing body as "one more pressure from the 'open society'", but tried to make governors "feel included in the life of the school" by providing them with sheaves of information and formally entertaining them at all school functions.

**'Headteachers have firm views about an appropriate role for governors'**

Another headteacher too seemed to see running a school as a continuous exercise in public relations, and governors, like all other interested parties, were responded to as valued guests.

Other headteachers saw a more distinctive and specialized role for the governors. They could exert influence on the local authority, or act as a "jury" for the appraisal of new school policies. For some headteachers, the governing body seemed a necessary evil – a multifaceted group to whom it was difficult to be accountable, but who could perhaps be taught what was important about the school. One headteacher saw governors as a group with whom he "had" to interact, though he saw the PTA as more broadly representative of the parent body. The attention of the governing body would certainly not be drawn to new school policies until these had been accepted by staff. One case study showed that, with appointment of a new headteacher the role of the governing body became open for renegotiation.



FEATURES

The chairman's approach is another influence. In one case, a "radical" chairman wanted to break the mould of present governing body activity, getting governors more involved with the school and able to make constructive criticism. She instituted a system of visits to subject departments, followed by feedback to the governing body.

Other chairmen tried to identify a pattern of work and involve all the governors in it, but were not always successful. Several chairmen took a "single-handed" approach to the role, coping with everything that came the governing body's way, and using the meetings to give retrospective accounts of all their activity on the governing body's behalf. One such chairman was clear that he would no longer wish to serve if he ceased to be chairman, as there was "nothing for ordinary governors to do".

The clerk's views of the governing body's role are another potential constraint, or source of development. The governing body may be seen as an outpost of the education committee, engaged in the process of promoting and implementing l.e.a. policies. An alternative model is of the governing body bringing together the views of stakeholders in education as an input to the education committee.

Several of the case studies showed a problem of dual loyalty for clerks who were employees of the local authority. One such clerk acted as a facilitator of the governing body but then appeared to be in danger of reprimands from the education department. And another was criticized for becoming "too identified" with the governing body. In another case, this problem did not arise. The clerk acted as a "policeman" for the local authority, and firmly ruled the governing body out of order if they sought to contest local authority policy.

The dependence of some governing bodies on their clerks was demonstrated when they were deterred from holding extra meetings when told that such meetings could not be clerked by the authority.

Governors are uncertain, too, about their relationship to teachers. The lay element in the governing body is fragmented; its mandate is variable and it does not have effective information about the work of the school, its possible needs and the aspects of education held to be important by the local community.

Our experience does not support the optimism of Felicity Taylor (*TES*, October 7, 1983) regarding the ability of parent governors to work with the school. The kind and status of information received from headteachers varies widely. Both local authorities and schools vary in the extent to which school evaluations are made available to governors as a basis for debate with professionals. It is difficult for governors to develop contacts and relationships with the school and they can form no corporate view of the school. Advisers' reports about a school are not a regular source of information for governors. To make them so raises problems about advisers' relationship with teachers and the extent to which they are giving advice or inspecting them.

Headteachers normally define the stance taken by teachers towards the rest of the governing body and they generally acted together on a "professional" consensus. The professionals usually defined what should constitute the professional domain. So, for example, lay governors in one governing body could discuss educational visits by pupils but not the school's policy on mixed ability teaching.

In one case, however, lay governors took the initiative in debating the reinstatement of English literature O level as an examinable subject in the school. But they were advised that their role was only advisory in such a matter. In another case, governors had their first opportunity to hear an account of the curriculum of the school when they become responsible for validating the school booklet on information to parents.

From the eight case studies we reached the conclusion that governing bodies do not represent a significant location for exchange between professional and lay interests although some occur through personal contacts. For the most part, professional interests are promoted and debated internally within the school, or in direct negotiation with the local education authority.

The 1980 Education Act, the Taylor report and the Auld report on William Tyndale School all implied that governing bodies should be accountable for the work of the school. Such a body would need authority to mediate between the decision making of teachers, which should in our view not be weakened, and the needs of parents and other client and community grops, which should certainly become a stronger input into the policy-making and work of the school. Our somewhat doleful conclusion, on our limited range of case studies, was that this concept did not appear to be getting through.

A local education authority can confer power on a governing body, but this involves a considerable act of delegation or even self-denial, at a time when local authorities themselves are becoming more strongly politicized and when directors feel that much of their own capacity to offer professional leadership is being reduced by the changing balance of power between lay and political leaders.

Serious variation in the powers and performance of governing bodies is not tolerable in a democratic society. For this reason, we believe that more didactic national guidelines should be prepared which will determine the balance to be struck between the powers of local authorities and of governing bodies. Within such guidelines, of course, a thousand flowers may bloom.

In particular, we suggest that the DES should decide and make plain how far governing bodies are to be the creatures of the local authorities, or how far they should develop corporate identities which can be separate from that of the school or of the local authority on which it is so dependent.

Local authorities have a strong interest in getting schools to recognize the needs and wants of their clientele and ensure these are taken account of in the policies of the local authority.

A strong governing body mediating between the professionals and the community can provide such information.

Training by itself, for governors, would not solve these problems. It is effective only if its objectives are set and if the power exists to implement the precepts underlying training.

The local authority system can constrain governing bodies' powers and behaviour. A chairman of governors appointed from the political system may have links with it which can help the school. But on taking on chairmanship he steps into a new role. He or she must then become the representative of the governing body as a whole rather than the representative of his own constituents. Nor should he or she be pulled towards the managerial interests of the school or towards those of the professionals. Many public institutions require such people to act as brokers between one sub-system and another.

Equally, the clerk is a key person. He or she is usually a member of local authority staff and some belong to a division of the education department devoted to governing-body matters. Governors benefit from the expertise and contacts of someone fully conversant with the working of an education department. A practical administrator can work better at the mechanics of clerking. Administrators, too, are also able to draw upon knowledge of precedent and administrative practice and the developing views of those with whom they work in the local authority. Moreover, governors' feelings and knowledge enter better into the administrative and professional bloodstreams of the local authority staff attending governing bodies.

**'National guidelines should determine the powers of governors'**

But for both sides to benefit the clerk must empathize with the governors' aims by working for them. While clerking, the clerk must be unequivocally the servant of the governors and not of the education department. This, again, seems to us to be a matter upon which there could be national guidelines.

Finally, we believe that the head can strengthen his own role, and that of teachers, by strengthening the school governing bodies. The head's performance is a major determinant of the way in which governors behave and develop power. It is possible to regard governing bodies as a cockpit where the power relationships between different stake-holders in education can be played out. Or they might be a key point at which accountability is revised and discharged. Equally, however, they can embody a sense of community enhancing the well-being of the school. They can help break down barriers between professional providers and lay recipients of educational services. They can enhance the flow of information upon which all public institutions must feed. They can act as defenders and sponsors for the schools.

If these points are recognized, heads will be expanding their own role and, with it, the boundaries of the school itself. The school has to be involved in the education of the public, including parents, whose attitudes towards schooling and the particular school can make so much difference to its progress and well-being. For these reasons, heads do well when they educate and encourage governors in the active use of their powers and the development of their role.

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# Open and above board

NOT IN CONFIDENCE

## Cyril Poster describes the advantages of open references for teachers

A former headteacher colleague used to conclude his references on some members of his staff with the words: "Should you wish any further information on X please do not hesitate to telephone me." One day, having had an application from a teacher at his school, and an apparently favourable reference, I did telephone. "Don't touch him with a bargepole, old boy," said John. "The fellow's bone idle, can't control his classes, doesn't know his subject . . ."

"How come your good reference then, John?"

"Want to get rid of the fellow. And if anyone's fool enough to take him when I've tipped the wink in my last sentence . . ."

I doubt whether John would have approved of the present day moves towards open references in the teaching profession.

For some years now I have from time to time received references which end: "This reference has been shown to" – or sometimes "fully discussed with" – the applicant. Now a number of local authorities have adopted an open file policy for all employees, including teachers. Every teacher, therefore, has a right to see the reference his headteacher has written on him.

I must admit to some reservations when my last local education authority adopted this policy. I had always encouraged staff to come and discuss their intended applications with me or a senior colleague. I tried to help them as far as possible either with advice in the setting out of an application – some teachers are remarkably unskilled in presentation – or with my views on their qualifications for the post. Nevertheless, when it came to the reference itself, I took the view when an applicant asks his headteacher or colleague if he may name him as a referee, he is, in so doing, giving him *carte blanche* to write as he sees fit.

I still believe this to be true. But I have to accept the fact that most headteachers receiving an application which does not name the candidate's present headteacher would, unless a valid reason were given, be profoundly suspicious. The giving of *carte blanche* is therefore a little less than voluntary.

Needless to say, I conformed with my education authority's new policy. Before long I realized that it had implications far beyond the protection of the rights of the individual, for which it had been designed, and I now find myself a wholehearted advocate of the open file policy.

Applicants fall into three broad categories. There is the selective applicant, whose target is chosen with care and whose aim is clear. There is the blunderbuss applicant, who fires off at anything remotely within range. Finally, there is the shot in the dark, bow at a venture applicant who says, disarmingly, "Of course I don't really expect to get anywhere with this application, but there's no harm in trying, is there?"

For the first, the selective applicant, the compilation of a reference can be a useful joint exercise in evaluating the teacher's achievement to date and considering his professional aspirations. Headteachers or their deputies should have regular evaluation sessions with all staff, because I believe that these are among the most valuable steps towards school improvement that we can take. An application for a new post provides an opportunity which should not be passed over, and with open references cannot be.

In such a discussion it is possible to discuss which of his or her professional skills and interests will be particularly relevant to the job in question. It may be that out of the dialogue both parties will come to realize that the applicant has the attributes for such a post. As a consequence his reference will be all the more enlightened and helpful. On the other hand, if he is clearly not suited the would-be applicant has at least achieved a greater measure of understanding of what the job entails.

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Each separate application requires a fresh reference. No two posts are identical, and discerning interviewers, when they send out a request for a reference, are increasingly asking precise and searching questions, often derived directly from the candidate's letter of application.

One who has not seen eye to eye with his headteacher over a criticism may well come back to discuss the issue afresh; time-consuming, perhaps, but far more profitable than subterranean rumblings.

The greatest advantage of open references is that no candidate is going to come back from an interview convinced that some statement by the headteacher in a reference marked *confidential* has cost him a plum job. This makes debriefing after an interview not only more possible, but also more productive. Applicant and headteacher are proceeding from common ground.

Needless to say, those local authorities with an open files policy, and their headteachers, are obliged to state that any reference will not be treated as confidential. At least one authority has already refused pointblank to give references under this condition; and some headteachers in other authorities have either refused, or continued to head their references *confidential* regardless.

Even those who accept that they are not writing in confidence may nevertheless be assuming that the use being made of the reference will be limited to the pruning down of a long list to a short list and as a final discriminator at the end of a formal interview. There are however increasing pressures that the use of references, even confidential ones, be not so circumscribed.

"I recall with horror," an experienced school governor observed recently, "that I used to be expected to assist in the appointment of a headteacher without having in advance all the information available to the chief education officer. Now I am equally alarmed that I may take the chair in interviews for assistant staff knowing *more* about the candidates than any teacher – other than the head – involved in the selection."

The involvement of other members of staff in selection – and not merely in showing candidates around the school and telling them the price of property in the locality – is a growing practice. A head of department and his departmental team may well spend the morning with candidates before formal interviews in the afternoon, passing on their views to the interviewing panel.

How can they be expected to play their part in decision making if they are not given the same information as the interviewers?

It might be argued that, although the references are open, there is an expectation on the part of the writer, and possibly even of the candidate that their currency will be restricted. However, a reference is either confidential or it is not. Why we ought to be considering is not a hypothetical cut-off point in the staff hierarchy below which references will not be seen, but the professional education of all staff in the criteria of selection and in the range of interviewing techniques.

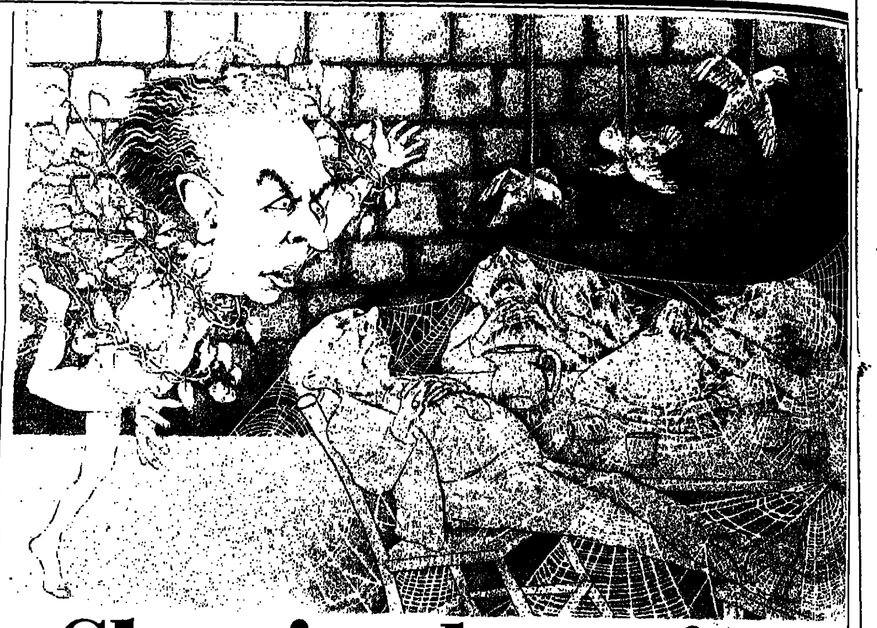
*Cyril Poster is deputy director of the National Development Centre for School Management Training at Bristol University.*

FEATURES

School governors are unsure of their powers, their purpose or just who they represent according to research carried out for the DES. Maurice Kogan, Daphne Johnson, Tim Packwood and Tim Whitaker of Brunel University spent three years studying eight governing bodies in the South East, attending over 100 meetings and conducting more than 360 interviews.

Their results indicate a considerable gap between the reality of governing and the expectations of the Government and the 1977 Taylor report on school governors. The researchers conclude that governing bodies are 'sleeping beauties still waiting for the kiss of politics'.

Here they present their findings, along with ideas to wake governors up.



# Sleeping beauties

Our research reveals a wide variety of ideas among governors about just what they are there for. An important one concerned accountability: the existence of the governing body meant the headteacher and staff had to account to a wider public than their own staffroom; it could act as a checking mechanism to reduce the possibility of things going wrong in the school or in the education authority.

Another broad purpose was seen as liaison: teachers, parents, local people and councillors could be brought into contact through the governing body, and made aware of each other's viewpoint. The governing body could help the school by getting the teachers' problems over to the l.e.a., by "battling with the council on behalf of the school", or by giving official approval and encouragement to what headteacher and staff were doing.

Ideas about purpose, however, are tempered by experience. Governing bodies oscillate between different purposes. They have no explicit terms of reference but are shaped by the local political, community and school culture. Their work responds to convention, and to what such influential figures as the headteacher, chairman or clerk believe to be appropriate.

One teacher found the governing body to be a "*post hoc* institution", only hearing about decisions once they had been made, and without any ability to alter these. Others concluded that a responsive role was all the governing body should strive for. It was not for the governing body to innovate or initiate.

In some bodies, lay governors remained "outsiders" to the school, and felt unable to comment or check on the day-to-day realities of school life. But in other cases governors found themselves drawn into a working partnership with teachers, clarifying the overall aims of the school or helping to test the feasibility of a new scheme for pupil "profiles".

Sometimes the pressure of particular business pushed aside all thoughts of introducing new viewpoints. One chairman considered that the governing body of one dilapidated school had functioned for over a year "in a first aid role, as a maintenance committee of the l.e.a." But in another case there seemed so little for a governing body to do that governors kept up attendance just in case of any eventual "last-ditch, residual role, in an emergency or time of change".

Perceptions of purpose also include questions about governing body's place in the local education system: is the governing body the creature of the local authority?

Our research tend us to identify four models:

● An *accountable* governing body would concern itself with the school, and have the authority to ensure that it was operating satisfactorily within prescribed policies. (This, of course, was the Taylor formula.)

● An *advisory* governing body would also be concerned with the school, but take the lesser role of testing and legitimizing the work of the professionals, as a kind of "second opinion".

● The *supportive* governing body would look outward from the school to other elements of the education system, but concentrate on advancing the interests of the school in this wider sphere.

● A *mediating* governing body would also focus on the school in the local education system, but with the authority to bring the different interests together and negotiate between them. Here the wishes and needs of the school would be set against those of other institutions and community groups.

This wide range of purposes is linked strongly with uncertainty about legitimacy. By what right are governors there? They have no model of a non-aligned school governor to clarify this point. Their legitimacy to serve derives from parenthood, or employment in the school, or affiliation to a particular party, or residence or activity in the local area. But should this heterogeneous group, emerging from diffuse sources in the political system and the community, develop a corporate identity which might become detached from their sources of appointment? Or should each category of governor try to be in touch with and be accountable to a body of constituents?

In one authority, governors nominated through the l.e.a., by political parties, were quite clear that their contributions in governing body meetings should draw attention to their party's policies, whether or not these had been adopted by the local authority. But in a larger authority, i.e.a. school governors were put forward by town councils and frequently had little knowledge of the overall education policy of the authority.

**'Is the governing body a creature of the local authority?'**

In yet other cases, political parties seemed to have reached out widely to make up their quota of school governors, with the result that some individuals attributed their nomination to the fact that they had once put envelopes through doors for a party of which they were not formally a member, or that they had made a speech which seemed to "ring bells" with councillors present in the audience. For these governors, the notion of a "constituency" was not a valid one.

Community governors, too, often had no obvious constituency. Nor had they always had any previous contact with the authority. They were called upon to govern. One such governor, a middle manager from a large local firm, "tapped" his company for charitable donations to the school's fund-raising activities, but otherwise operated as an individual with a general interest in local education. And a representative of higher education appeared to look more towards his political party for a viewpoint, than he did towards the institution which had put him forward as a community governor.

Parent and teacher governors certainly had previous knowledge of the school they were called upon to govern, but took a variety of positions about their legitimacy as representatives. In one school, teacher governors wrote reports on what had happened at the governing body, and held meetings to canvass the opinions of other teachers. But they experienced difficulty in knowing what was "restricted discussion", and what could be reported to the staff.

In another school, teachers were clear that it was their role to transmit the views of staff to the governing body. One teacher stated that if she felt strongly opposed to an issue which other staff asked her to raise, she would feel obliged to resign her place on the governing body. But none of these teachers saw themselves as mandated on *all* issues that the governing body considered.

In some cases, the question of a constituency was not a central concern – teachers had joined the governing body with an eye to their future career development rather than to take on a representative role.

Parent governors, however, all seemed to feel they should represent their fellows, but in most cases felt unable to do so. Some felt they were "quite untypical" of other parents, and that this was demonstrated by their being the only individuals to express an interest in serving on the governing body. Others wanted to speak for fellow parents, but found no way of canvassing their views. PTA meetings would not fully serve for this since attendance there was low.

First-school parent governors, however, felt in touch with constituents through the "school gate" gathering, and had the most confidence of any parent governors about their understanding of parents' concerns and interests.

The powers of governors are a third major area of uncertainty. The official Articles of Government might be expected to provide an authoritative statement about the powers of governors. But such articles are often out of date, with low priority accorded for their reformulation.

Some authorities issue a handbook of guidance for governors which, although not a legal document, is seen as superseding the terms of the articles. In other cases, the clear expectations of the authority about the standing and scope of governing body [illegible] appointment of a new headteacher the role of the governing body became open for renegotiation.

The chairman's approach is another influence. In one case, a "radical" chairman wanted to break the mould of present governing body activity, getting governors more involved with the school and able to make constructive criticism. She instituted a system of visits to subject departments, followed by feedback to the governing body.

Other chairmen tried to identify a pattern of work and involve all the governors in it, but were not always successful. Several chairmen took a "single-handed" approach to the role, coping with everything that came the governing body's way, and using the meetings to give retrospective accounts of all their activity on the governing body's behalf. One such chairman was clear that he would no longer wish to serve if he ceased to be chairman, as there was "nothing for ordinary governors to do".

The clerk's views of the governing body's role are another potential constraint, or source of development. The governing body may be seen as an outpost of the education committee, engaged in the process of promoting and implementing l.e.a. policies. An alternative model is of the governing body bringing together the views of stakeholders in education as an input to the education committee.

Several of the case studies showed a problem of dual loyalty for clerks who were employees of the local authority. One such clerk acted as a facilitator of the governing body but then appeared to be in danger of reprimands from the education department. And another was criticized for becoming "too identified" with the governing body. In another case, this problem did not arise. The clerk acted as a "policeman" for the local authority, and firmly ruled the governing body out of order if they sought to contest local authority policy.

The dependence of some governing bodies on their clerks was demonstrated when they were deterred from holding extra meetings when told that such meetings could not be clerked by the authority.

Governors are uncertain, too, about their relationship to teachers. The lay element in the governing body is fragmented; its mandate is variable and it does not have effective information about the work of the school, its possible *needs* and the aspects of education held to be important by the local community.

Our experience does not support the optimism of Felicity Taylor (*TES*, October 7, 1983) regarding the ability of parent governors to work with the school. The kind and status of information received from headteachers varies widely. Both local authorities and schools vary in the extent to which school evaluations are made available to governors as a basis for debate with professionals. It is difficult for governors to develop contacts and relationships with the school and they can form no corporate view of the school. Advisers' reports about a school are not a regular source of information for governors. To make them so raises problems about advisors' relationship with teachers and the extent to which they are giving advice or inspecting them.

Headteachers normally define the stance taken by teachers towards the rest of the governing body and they generally acted together on a "professional" consensus. The professionals usually defined what should constitute the professional domain. So, for example, lay governors in one governing body could discuss educational visits by pupils but not the school's policy on mixed ability teaching.

In one case, however, lay governors took the initiative in debating the reinstatement of English literature O level as an examinable subject in the school. But they were advised that their role was only advisory in such a matter. In another case, governors had their first opportunity to hear an account of the curriculum of the school when they become responsible for validating the school booklet on information to parents.

From the eight case studies we reached the conclusion that governing bodies do not represent a significant location for exchange between professional and lay interests although some occur through personal contacts. For the most part, professional interests are promoted and debated internally within the school, or in direct negotiation with the local education authority.

The 1980 Education Act, the Taylor report and the Auld report on William Tyndale School all implied that governing bodies should be accountable for the work of the school. Such a body would need authority to mediate between the decision making of teachers, which should in our view not be weakened, and the needs of parents and other client and community groups, which should certainly become a stronger input into the policy-making and work of the school. Our somewhat doleful conclusion, on our limited range of case studies, was that this concept did not appear to be getting through.

A local education authority can confer power on a governing body but this involves a considerable shift in the balance of power between lay and political leaders.

**'Headteachers have firm views about an appropriate role for governors'**

included in the life of the school" by providing them with sheaves of information and formally entertaining them at all school functions.

Another headteacher too seemed to see running a school as a continuous exercise in public relations, and governors, like all other interested parties, were responded to as valued guests.

Other headteachers saw a more distinctive and specialized role for the governors. They could exert influence on the local authority, or act as a "jury" for the appraisal of new school policies. For some headteachers, the governing body seemed a necessary evil – a multifaceted group to whom it was difficult to be accountable, but who could perhaps be taught what was important about the school. One headteacher saw governors as a group with whom he "had" to interact, though he saw the PTA as more broadly representative of the parent body. The attention of the governing body would certainly not be drawn to new school policies until these had been accepted by staff. One case study showed that with



FEATURES

Serious variation in the powers and performance of governing bodies is not tolerable in a democratic society. For this reason, we believe that more didactic national guidelines should be prepared which will determine the balance to be struck between the powers of local authorities and of governing bodies. Within such guidelines, of course, a thousand flowers may bloom.

In particular, we suggest that the DES should decide and make plain how far governing bodies are to be the creatures of the local authorities, or how far they should develop corporate identities which can be separate from that of the school or of the local authority on which it is so dependent.

Local authorities have a strong interest in getting schools to recognize the needs and wants of their clientele and ensure these are taken account of in the policies of the local authority.

A strong governing body mediating between the professionals and the community can provide such information.

Training by itself, for governors, would not solve these problems. It is effective only if its objectives are set and if the power exists to implement the precepts underlying training.

The local authority system can constrain governing bodies' powers and behaviour. A chairman of governors appointed from the political system may have links with it which can help the school. But on taking on chairmanship he steps into a new role. He or she must then become the representative of the governing body as a whole rather than the representative of his own constituents. Nor should he or she be pulled towards the managerial interests of the school or towards those of the professionals. Many public institutions require such people to act as brokers between one sub-system and another.

Equally, the clerk is a key person. He or she is usually a member of local authority staff and some belong to a division of the education department devoted to governing-body matters. Governors benefit from the expertise and contacts of someone fully conversant with the working of an education department. A practical administrator can work better at the mechanics of clerking. Administrators, too, are also able to draw upon knowledge of precedent and administrative practice and the developing views of those with whom they work in the local authority. Moreover, governors' feelings and knowledge enter better into the administrative and professional bloodstreams of the local authority staff attending governing bodies.

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## TALKBACK

# Liberal arts

**MALCOLM ROSS**

Immediately before closing the inaugural meeting of the new National Association for Education in the Arts (NAEA), as its first elected chairman I invited those present to draw up an agenda for action.

Uppermost in people's minds, so it seemed, was the need to identify ourselves politically – a point urged upon us earlier in the day by Sir Roy Shaw – to take up the cudgels in what appears to be a rapidly worsening situation for the arts. In the schools, falling roles and financial difficulties are forcing the arts uncomfortably close to the precipice. Colleges, polytechnics and universities have all been reporting the closure of courses, redundancies and the steady loss of skilled personnel.

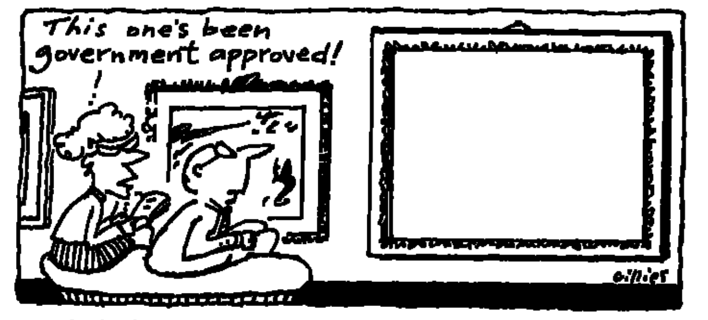
Among the regional arts associations there is mounting protest against the government's plans to do away with the metropolitan councils with the anticipated damaging consequences for the funding of the arts in the provinces. Added to all of which, Sir Keith Joseph's latest pronouncements on the curriculum make no mention of the arts at all.

It is not too much, I think, to claim that in many respects the arts are always the unofficial opposition. Whether we are speaking about the latest productions at the National Theatre or at Covent Garden, or, perhaps more especially the provocative and sometimes less coherent machinations of the fringe arts and vernacular festivals, it has always been the role of the creative arts to challenge and disturb the *status quo*; not merely to send up the pompous and the powerful in the coy manner allowed for in television comedy and satire, but much more radically.

The plays of Edward Bond, the work of John Fox's Welfare State and Ed Berman's Inter Action Trust, the music of the punk and reggae bands – all these probe contemporary sensibility in profoundly important ways: engineering imagination and honing perception; celebrating the risks of living; tearing through the cotton-wool Virginia Woolf complained of; penetrating the illusions that continually befuddle us. Art gives us back, as Marcuse has so effectively argued, the realities that lie beyond the surface banalities and habitual routines of everyday life.

In arguing for the arts as "catalytic", as a recent House of Commons Select Committee does, one is entering a plea for continuous revolution through art.

The arts are the life force, the social *élan* vital, because they help to keep a society awake, culture in process – whereas all totalitarian regimes prefer an anaesthetized populace. I don't think it is unduly paranoid, given the present government's social and economic policies, to be fearing for our traditional liberties. The arts in general, and an effective arts education in particular, will always be one of the guarantees of personal and collective freedom in a free society. After all, you only have to look at what happens to the arts in the totalitarian societies of the old left to become suspicious of the moves of the new right.



But as arts educators, we must demonstrate the effectiveness of our work, and this can best be done through the children we teach. Exposed to the best of what their children can do in the arts, few parents remain unmoved and uninvolved. The values to which the arts have been traditionally committed in human history are communicated directly even when only dimly "understood".

For subjects such as English, maths and science, Sir Keith has found it easy to spell out the skills and basic competence he feels every child should be able to lay claim to by the time they leave school.

What might we expect for children of their education in the arts? A grasp of the significance of artistic experience in human history. An appetite for participation in at least one art form, either as a maker or performer. The knowledge and experience that make for a full and discerning response. A respect for craftsmanship, inventiveness, and the basic expressive needs of people everywhere. A life-long commitment to the socially and personally regenerative qualities of artistic experience.

It is to some such set of skills, understandings and attitudes that arts teachers are devoted, and it is to the struggle for their centrality in a humane education that NAEA is dedicated.

*Malcolm Ross is a senior lecturer in the Exeter University School of Education.*

# Insults to Islam

**YASMIN CHOUDHRY**

With reference to the article by Victoria Neumark (*TES*, February 10), "*Points to Paradise*". I would like to comment on her "partial" view on Islam.

As a 17-year-old girl, educated in a predominately Christian society, brought up in a predominately Muslim household, I would say my knowledge of Islam is somewhat more than just "partial" when compared with someone who herself has had many personal casual acquaintances with a number of religions (born a Jew, educated a Protestant, married a Roman Catholic, but now believes in Buddhism). Having flowed through so many religions, her view on religion as a whole must be somewhat "partial".

She does, however, try to present a genuine reason for her prejudice against Islam. As Victoria Neumark points out in her opening paragraph, she lives and worked in the Middle East for "some" time, though it was "not altogether a happy experience".

Her first attack begins on the Koran, a book which governs the life of millions of people worldwide, and a book by which these people have lived quite happily for centuries. She calls it a "misogynist book", a book which . . . "treats women as idiots, whose value and wickedness lies between their legs". Unfortunately Victoria Neumark is another example of the ignorant, narrow-minded, uninformed people who decide to make a mockery of something of which they know little or nothing about. I would like to do something that she did not do – quote directly from the Koran.

"*Whosoever performs good deeds, whether male or female, and is a believer, we shall surely make him a good life, and we will certainly reward them for the best of what they did*" (The Koran 16:97). The Koran states categorically that men and women who practice the principles of Islam will receive equal reward for their efforts.

Another point I would like to clarify is her unprincipled attack on the Holy Prophet Muhammed. She has presented him as a hypocritical, ridiculous man who married nine times . . . "though his followers were allowed but four". If she had cared to look further than her nose would allow her, she may well see why the prophet committed himself to marriage nine times.

The prophet in true life had only one wife, Khadiya, to whom for 25 years he remained loyal and devoted. After she died he did remarry several times but all these marriages had purposes; first, many women were left widowed because of wars and needed support; secondly, to show that that it was not a dishonourable thing to marry a divorced or widowed woman; and, thirdly, to reconcile prejudices and hatreds that existed among tribes, he married into the tribes himself to underline the principle of equality which Islam rests upon. If Victoria Neumark had read sensibly into the books and not gone in with the intention of ripping them apart, she may well have seen the sense of purpose with which all the prophet's actions were committed.

She continues, "Since all are allowed infinite numbers of slave girls, temporary marriages and concubines, perhaps it did not make much difference." In response to this, I want to point out that Islam wanted to put an end to slavery, but it could not do this in one single stroke.

Before the advent of Islam, slave girls were kept by their masters merely for the satisfaction of sexual lust and also as wealth of income because masters had the right to offer slave girls as prostitutes. Islam at once put an end to this and ordered that slaves should be set free and given the respect and virture befitting a wife. Concubinage was also a widespread practice before the advent of Islam and again Islam totally condemned this practice.

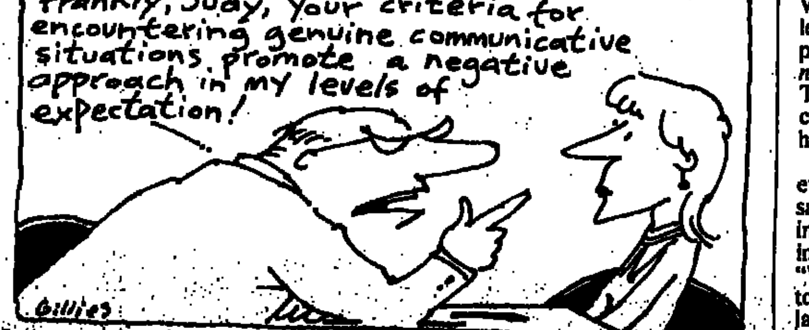
A further criticism made by Victoria Neumark is that "the Koran repeatedly abuses the Jews". In Islam, the prophet Moses is considered to be the second prophet in a line of four, before Jesus and after Abraham. Indeed, there are many references to the second prophet and his story is related in the Koran. Of all religion, Islam is the staunchest upholder of human dignity and human equality (although many people have misused and abused these principles in the Muslim world). Islam respects and gives rights to all human beings, irrespective of colour, faith, race or tongue. It is only when non-Muslims fight against Muslims with the objective of making them slaves or imposing upon them their way of life that Islam permits the use of arms against the aggressor. This is known as the *Jihad* or holy war, but before this commences peace efforts have to be made.

This I hope will have enlightened Victoria Neumark's "partial" view on what Islam really is rather than what she herself would like to believe and what she would like the readers of the article to believe. Islam is the second largest religion in the world and the Koran is what governs the life of all its followers. Unfortunately, what Victoria Neumark does not understand is that she is giving a totally blind view of Islam which is insulting rather than attacking the way of life, belief and views of these millions. I most sincerely hope one day *The TES* will give me a column to express my "partial" view on Buddhism – a subject which I know nothing about.

*Yasmin Choudhry is in the sixth form at Heston Comprehensive, Hounslow, Middx.*

# Spurious system

**PETER MULLEN**



Keith Kimberley's article "Broken English" (*TES*, February 10) is discontinuous with the subject he is trying to recommend: English language and literature. This is because the article itself is hardly written in English but in a rush of jargonized abstractions which, it is to be hoped, none of his students tries to imitate.

It is full of words which belong not to thought but to that substitute for thought which is called "System". Here are all the cliches of an educational theory so refined as never to have been sullied with mere reality. There is "positive information" (whatever "negative information" might be); there are "levels of expectation" and "curriculum units", "criteria" (of course) and "criterion" and, perhaps surprisingly, the statement "genuine communicative situations are always to hand". Not in Kimberley's article they're not.

I suppose Kimberley's colleagues in the London Association for the Teaching of English might cheerfully chaff him over ordinary cliches such as "at the other end of the spectrum" and one or two might even notice that he begins a paragraph with "which" as a relative pronoun and that his third paragraph includes a sentence of four lines without its finite verb.

I know it is fashionable for English teachers to scoff at the ordinary rules of grammar – or "grammer" as a large square advertisement has it in the same issue of *The TES*. And surely, if one is decently competent in writing English, lapses can be winked at. No problem. But the shoddy banalities of Kimberley's article combine with his jargonizing to make the whole barely readable.

It is not a question of style alone – though style is never only style, since the choice of words affect what is being said. Kimberley's choice of words – if indeed they were actually chosen and did not simply fall out under the weight of their own deadness from the realm of System – serves only to obscure what we imagined he set out to make plain. His opening sentence (10 lines long) sets the tone of the whole piece. In what musicologists might call the long central section of this sentence, Kimberley says, "that students need feed-back on what they have achieved; that there should be a close relationship between (sic) assessment objectives, the learning process and the curriculum".

I shall try to translate those words into ordinary English: "Students need to know how well they have done, and we should always bear in mind that what we are trying to assess is closely connected to what students learn and how they learn it."

Now at last we begin to see the advantage of System over ordinary English. It enables its practitioner to pass off spuriousness as substance, to appear to be saying something when in fact he is saying nothing or – as in Kimberley's case – saying something so obviously true that it is not worth saying. We know the Parson is against sin.

System thus provides wonderfully for the manipulation of tautologies. What could the opposite of Kimberley's jargon ever convey as, say, a piece of advice? That students should *not* know how they are getting on? That what is being learned has *no* connexion with how it is learned and how we measure the results?

Kimberley is not alone. Almost every specialist journal is full of the same sort of thing. It is meant to impress us. It must not be allowed to impress us. To rephrase Wittgenstein: "We should not allow our intelligence to be bewitched by the *abuse* of language." System is a kind of automatic writing, thoughtless, glib, tenuous, abstract. Good English – the subject on which Kimberley has set himself up as an authority – is, by contrast, plain, wrought only by much thought, firm, full of reality. Good English will not allow us to get away with talking nonsense.

One word which occurs four times in Kimberley's article perfectly shows up the repetitive banality of what I dare say he would call his "approach". We are told that students "encounter" curriculum, "encounter" material, "encounter" with others and "encounter" language.

When his students repeat a word like that until it becomes a mannerism, doesn't Kimberley tell them they are simply not concentrating on what they are doing? But if they see that their teacher abandons thought and escapes into System, what are they to think then?

*Peter Mullen is vicar of Tockwith and Bilton with Bickerton, York.*

# British history

**PETER ROGERS**

At the same time as Sir Keith Joseph, in his recent speech to the Historical Association, questions the relative suitability of Caribbean History, a DES regional in-service course on Afro-Caribbean History is being offered at the Newman College African and Asian Resources Centre and Centre for Multi-Cultural Education in Birmingham. It is based upon the proposed JMB O level, alternative 'J', history syllabus, and it is intended to help potential teachers of the subject to gain an overview of the paper as a whole.

The "Aspects of Afro Caribbean History" syllabus is diverse and includes a variety of cultural interactions. To name but a few these are Trade; Islam and African political initiatives; indigenous African kingdoms and their reaction to coastal trade; international maritime trade between Africa, the Caribbean and Europe; the interaction between the Caribbean and political developments in the United States and Britain; and finally the migration into this country of West Indians as an aspect of British Social History.

It matches some of the guidelines of the 1981 Schools Council Publication *Education for a Multiracial Society* which included:

☐ The need to be both international in choice of content and global in perspective.

☐ The recognition that other cultures and nations have their own values; whenever possible they should be allowed to speak for themselves so that they can be better understood, and not judged in terms of British and European norms.

These points are stressed because, judged by its title, the course could be represented as being culturally exclusive and likely only to be of interest to Afro-Caribbean children. Indeed Nigel File, writing in his recent publication for the Schools Council, *Assessment in a multicultural Society, History at 16-plus* makes just this mistake.

In reference to the syllabus he writes, "One of the most positive aspects of a multicultural society is that the white population can learn from the experience of the non-white population. It should, however, be of concern to all in the education service that it is felt necessary to embark upon a new form of separatist teaching."

Sir Keith echoes this. In his recent speech to the Historical Association, he attacks Caribbean history, along with Roman history and American history as the kind of history which cannot contribute to a national history in the same way that British history does.

In many ways he is correct. British history should form a significant portion of the history taught between the ages of five to 16, but this should surely not exclude all other history.

He admits himself that ". . . throughout time, invasions and military conflicts, political religious or economic movements, as well as exploration and migration all serve to entwine a particular nations story with those of other peoples of different origins and cultures".

He reinforces this point elsewhere in his speech where he states that, "History is also indispensable to understanding the society we live in: to an awareness by pupils of the place of themselves, their families and communities in the developing story of the nation, a story which itself involves other nations and peoples".

He later acknowledges that "The history teacher cannot and should not ignore the fact that her pupils may come from a variety of social, cultural and ethnic backgrounds."

The Caribbean has at various times played a crucial part in British history and indeed African history. The best way to ensure that all chapters of British history are included is to allow some of the component parts to speak for themselves: to tell the story as it was and not as we might like it to have been. The JMB alternative history paper J makes just such a contribution to Sir Keith's national history.

*Peter Rogers is organizer of the African and Asian Resources Centre, Newman College, Birmingham.*

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## REVIEW

কাঠঠোকরা বলল, "তুমি কি জাননা আমার ঠোট কি রকম ধারালো? ইচ্ছে করলে তোমার আর একটা চোখও কানা করে দিতে পারতুম। কিন্তু আমি তা করিনি। তোমার এ জন্যে কৃতজ্ঞ থাকা উচিৎ আর মিথ্যা অত গর্জন কোর না।"

# A face in a lotus blossom

### Jennie Ingham reports on an unusual study taking place in North London, whereby folk tales are pursued to their geographically distant origins

> What a lovely day," said the Hare, when he was crossing the field, and very happily he was licking his whiskers. And he said, "Thank God, for once I am alone here with all these carrots, and no hunters after my life.

Thus the dry bones are clad with flesh and the flesh filled with the breath of life. For this contemporary version of *The Hare and the Tortoise* has been adapted by the Greek storyteller from the version which he learnt at his grandmother's knee when he was a small child in Salonika. As well as introducing Hare's inordinate desire for carrots, he makes Tortoise a devious and cunning female, who suggests that the race should begin at the top of a slope, knowing that she can withdraw into her shell and roll down the hillside "like a stone".

The storyteller is no mere vehicle for the folk tale but a catalyst, recreating the story out of interaction between socio-cultural setting, storyteller and audience.

Again, in *Uvaganima* or *The Wishing Tree* it is the slow, careful tortoise who succeds, this time saving the jungle creatures from death. The tree will provide nourishment until the famine ends, if the animals can call out her true name, a name known only to the spirit of the mountains (another common theme). In their haste to return with the magical name, all the speedier, proud animals forget it when they trip over the ant-hill, falling headlong down the mountain. Not only "Pride comes before a fall" but "More haste, less speed", as well. This East African folk tale was learnt by its Kenyan Asian storyteller from the young African boy who was her nurse.

Folk tales have a way of attaching themselves to legendary or historical figures; or the famous figures attract the well-loved tales. We find the story of Solomon's judgment to cut the baby in half attached to the sixteenth century Moghul King Jahangir, as well as to Akbar, another King on the same family dynasty.

In this hilarious version, entitled *Cut That Baby in Half*, and told by Monahar Rakhe, in his own inimitable style, it is Birbal, the wise Wazir, who suggests the bloody deed. Akbar, deeply shocked, says, "Here, steady on, old chap. I mean, chopping a baby in half just isn't cricket, you know."

Whereas a Telegu version, attached to Maryada Rammana, is far more straight-faced and overtly didactic:

> Do you know why Rammana came to this conclusion? A woman's love is always around her children. She cannot see her child suffering.

The storyteller leaves nothing to chance with her audience of children.

*The Moon Hare*, an Indian story retold by Sushila Stone, in Hindi and English, is an enchanting example of that category of folk-tales which attempt to explain natural phenomena. She begins:

> Long, long ago, when men talked with gods and animals, there lived a Hare and his three friends – Monkey, Jackal and Otter.

The next day being the day of the full moon, each animal must, by law, give food to any beggar who requests it. The inevitable beggar has taken vows never to eat the fruit, meat killed by another animal, and fish, offered by Monkey, Jackal and Otter. And Hare, alas, survives on a diet of grass, which he is aware is unsuitable for human digestion.

> A little later, Hare came leaping in the moonlight (what a wonderful line!)
> "Hare," said the beggar, "please give me something to eat. I am faint with hunger."
> "My poor brother," replied Hare, "my food is only grass. That's no good for you. Build a fire, and I will bring you some food."
>
> But, instead of burning him, the flames lifted him up into the air and gently placed him on a soft bed of grass.

For the beggar is Sakka, Lord of the Sky and Sea. As a reward for Hare's kindness, and self-sacrifice;

> Sakka took a mountain. He squeezed it between his fingers in the shape of a pencil. Then he reached up and drew Hare's face on the Moon.

I have never read this without my heart leaping with the Hare. This moving story pulls at strings which link all major world religions. And the hare, as in all our Asian stories, is a wise and gentle creature, who walks close to the gods, totally devoid of the baser, and more typically human, characteristics of the hare in the Greek fable.

And yet many of these stories probably have a common historical root, often in India. Like *The Tiger and the Woodpecker*, alias *The Lion and the Crane* or *The Wolf and the Crane*, which Joseph Jacobs conjectures originated in India, before travelling west by two different routes, to Egypt and Greece, where it emerged as one of Aesop's fables.

I have referred to only a handful from around 200 pieces of brilliant narrative, which have been collected as a result of collaboration between 14 schools in the North London boroughs of Barnet, Enfield and Haringey, and their local communities. First of all, storytellers are located, parents and grandparents who habitually tell stories to the children of the family here in this country. Stories are recorded in the telling, to an audience, in the language in which they are normally told. After transcription, a team, consisting of the storyteller, a couple of fluently bilingual people, the illustrator and myself, work closely together to retain the flavour of the telling, both in English translation and in illustration.

Although there are, clearly, cultural differences, as in the role of the hare, every culture has offered the range of jokes, anecdotes, fables and fairy tales, and it is difficult to separate the effect of the storyteller's historical/cultural identity from the effect of the individual personality, which together invest every retelling with its own new identity. And, of course, recent cultural experience in this country is part of the storyteller's cultural identity. One little seven-year-old Indian girl brought me a tape recording of a story told by her aunt, a librarian, who insists that it was an ancient moral tale against stealing, in which we have a scene set in a department store, featuring a store detective.

But one of my own personal favourites is a kiss-less version of *The Sleeping Beauty*, retold in Bengali by a father from Barnet, and entitled *Ghumanta Puri* or *The Enchanted Palace*.

The fairy tale is told from the point of view of the prince, who comes by chance upon the court and courtiers, fast asleep amidst myriads of fragrant flowers. The princess, divested of her body, exists only as a face in the centre of a lotus blossom. When the prince, again by chance, touches the princess's head with a golden wand, she awakens, and, happily for both of them, regains her body. They live happily ever after!

*Jennie Ingham is a research fellow with Middlesex Polytechnic's Reading Materials for Minority Groups project, which has just published a new book,* The Tiger and the Woodpecker, *an Indian fable in contemporary style, from which the above picture is taken.*

# Loyalty to self

### by Chaim Bermant

**Memoirs of an Anti-Semite. By Gregor Von Rezzori.** Picador £7.95 and £2.50.

This is a confused and confusing book with frequent moments of brilliance and one is gripped by its eccentricity as much as its sparkle. I'm not quite sure what to make of it, but once I began on the first page I found it difficult to turn my mind to anything else until I had finished the last.

It is called "A Novel In Five Stories", four of which are told in the first person, and the last in the third, but they all have the resonance of deeply felt experience and if some works of fiction masquerade as autobiography, this is clearly autobiography masquerading as fiction and about half way through the book, the author, as if tiring of the effort, reverts to his own name of Gregor.

The title is ironic. Gregor Von Rezzori was brought up in a family to whom anti-semitism was almost part of Christianity, and about the only part which had not atrophied with the passage of time, but it did not quite amount to hatred: "If there had been real hatred for the Jews, it would have been just as much as loving them. No, Jews were simply people of another star – the star of David and Zion . . . Therefore falling in love with a Jewish girl could not be considered a pardonable perversion, like, for instance, that of a sodomite. It was *the* incomprehensible, a sudden gap in one's mind, worse than treason, and a *breach of troth*."

Now "troth", which he describes as a sort of ultimate loyalty to self, is the one principle which he appears to have imbibed from his forbears, but at the core of the book stands the question who or what exactly that self is. He was born in 1914 in Bukovina, or what might be called *Prisoner of Zenda* country, a part of the world which was in turn Polish, Austrian and Romanian (and is now Russian). His father, a minor Austrian nobleman of Sicilian origin, regarded himself as an Austrian and felt that he had somehow betrayed his troth by submitting to Romanian rule and when the Russians marched in he shot himself. His son, however, is determined to live, but wherever he moves, whether in Bukovina or Bucharest, Vienna or Rome, he finds himself among Jews. He acquires a Jewish mistress and eventually a Jewish wife (whom he later divorces) and even a Jewish child and if he does not become a sort of pseudo-Jew by contagion, he is made one by the nature of his experience. The moment of recognition comes to him shortly after the war when, hungry and homeless in Germany, he is given a case of old clothes by some Jewish friends, which he hawks around Hamburg like some despised Jewish old-clothes pedlar in Bukovina.

He did not care for the poverty-stricken, black-clad Jews in the musty ghettoes of Bukovina, but they, at least, were not deficient in "troth" and by having a clear idea of their own identity, they helped others to maintain theirs. The Jews who troubled him were the detribalised sort who dropped their faith, changed their names and spoke of themselves as Germans, for they blurred distinctions, or tried to. Hitler showed the futility of their efforts, but the spread of Hitlerism (which he witnessed at first-hand) also suggested that the sort of antipathies shown by his family, and which he had inquired as part of his birth-right, were not as harmless as he had thought and the self-confessed anti-semite offers to marry a Jewish friend in an attempt to save her from the Nazis. It was one of the few noble gestures in what he regards as an ignoble life.

There is nothing left of his anti-semitism by the time he matures – though he takes his time in maturing – and any hatreds he has left are reserved mainly for himself, for by the final chapter the war is over and he has witnessed the Nazi rape of Europe, the devastation of Germany, and the Russian invasion:

"Yet blood still flows today at it did then; blood has always flowed in torrents, all through his lifetime: that it was not his own blood was due to random circumstances that one cannot even call fortuitous: the only indignity to be maintained in our own time is the dignity of being among the vistims."

He sees his very survival as an offence against "troth" and his final chapter, which is a *tour de force* in its own right, is an extended *Mea culpa*.

ARTS

Jack Shepherd as Bill Brand

# Art of the possible

## Lynne Truss on the television work of Trevor Griffiths

**The South Bank Show: Trevor Griffiths.**
**LWT February 26.**
**Powerplays: Trevor Griffiths in Television. By Mike Poole and John Wyver. BFI Publishing £12.00 0 85170 152 3. £5.95 153 1.**

The socialist playwright Trevor Griffiths is suddenly, and unexpectedly, in the news. It's not because he's written anything recently, or that he's won an award, or celebrated an anniversary in the business. It's because two journalists, Mike Poole and John Wyver, have written a sound critical account of Griffiths's television work called *Powerplays*. Their book is published next week, and associated with its appearance there is a season at the NFT, starting on Monday. It's easy to see how the South Bank Show might then get involved: good recent research to draw on, and an immediate "peg" to hang it on, are good enough reasons for Melvyn Bragg to interview Griffiths under the harsh lights of the SBS studio and show a few well-chosen clips.

It's a minor example of a process common in the arts media: fortunately in this case the prime mover well deserves any hoo-hah that comes his way. What the BFI have brought together for the NFT season is a remarkable body of work, which is bound to surprise audiences by both its variety of form and consistentency of quality. It ranges from the episodes Griffiths contributed to the Granada series *Adam Smith* in 1972 to the problematic *Oi for England* in 1982, taking in on the way single television plays (*All Good Men*, 1974; *Through the Night*, 1975; *Country*, 1981), adaptations of his own stage plays (*Occupations*, 1974; *Comedians*, 1979) and major serials (*Bill Brand* 1976; *Sons and Lovers*, 1981). There is also a screening of the film *Reds*, which Griffiths co-wrote with its producer, director and star Warren Beatty.

One good reason for looking at Griffiths's career in television is that, as Poole and Wyver point out, it can be seen "to define the limits of the possible" for a socialist writer working in the medium. Griffiths, unique among his peers in the theatre, is very committed to television as a "mobilizing" force, and he's determined to use its potential for reaching the widest possible audience, both in number and in social make-up. "I'm not interested", he has said, "in talking to 38 university graduates in a cellar in Soho." His political aim, so he told Bragg on Sunday, was to use the medium to "persuade, not to propagandize", and for that reason his work is predominantly naturalistic, his already stated position being that if you are going to introduce unfamiliar and complex arguments into the audience's living room "it's just an overwhelming imposition to present them in unfamiliar forms". This surface conformity has not, however, made him the darling of the television channels and he has encountered contention and censorship, about which he seems pragmatic. When the BBC insisted on changes to his play *Through the Night* in the end he made them "rather than lose the whole production".

You might argue, in fact, that Griffiths's attitude to television accommodates the same dichotomy of "idealism versus pragmatism" which, as a political dilemma, so often informs his drama. The dialectical nature of his plays was the most closely pursued theme in the *South Bank Show*. This meant that the clips chosen were all key climactic moments of rhetorical intensity, which, while it helped the theme, also gave the unfortunate impression that his characters shout all the time (and incidentally confirmed one's suspicion that they are all played by Jack Shepherd). The scene shown from Griffiths's early play *Absolute Beginners* (1974) was a good one for its purpose, as it showed the dialectic in an explicit political and historical context, at a decisive moment in the birth of Leninist ideology. The play is set in 1903 during the Social Democratic Congress at which Lenin forced the split in the party into Bolsheviks and Mensheviks. The scene chosen demonstrated the harshness of Lenin's single-minded determination to "make the revolution possible" by rigorous organization and by supressing the rival claims of personal morality. The political theme thus set up is the eternal dilemma of the Left – one which has been central to Griffiths's work.

"I've always liked a good argument" Griffiths said, rather disarmingly, and certainly his best understood work has been in the dialectical form. Ironically, when in his last two plays for television, *Country* and *Oi for England*, he was less schematic, less even-handed, audiences tended to miss the point. Certainly the skinhead play *Oi for England* which was written, produced and broadcast at extreme speed to retain topicality, is generally regarded as a failure. "I tried to write an agit-prop play for television," Griffiths said. "I tried to do it and failed." As Poole and Wyver point out, in *Oi* Griffiths discovered that the kind of working class "resistance" he had celebrated in *Comedians* was, in circumstances of social decay, "capable of becoming racist in character". Griffiths's method of combating this realization within the play, by making one of the skinheads aware of the excesses of Nazism ("I'm English. I don't wear a swastika for nobody"), was clearly inadequate: they call the effect "dramatically clumsy and politically retrograde".

There is more than a hint of lament in Poole and Wyver's harsh assessment of *Oi*. As the season will show, Griffiths has achieved a great deal in television – particularly by consistently upholding his belief that political argument can be a base for drama: as he said on Sunday "I just have a terrific passion for ideas. I don't go along with this notion that ideas are abstract. To me they're enormously concrete". What Poole and Wyver regret is that like others of his "generation" Griffiths seems unable to use his drama to comment on contemporary politics. Eight years ago in *Bill Brand* he created what Bragg called "the most political series that there has been on television"; it dealt with the contradictions within Labour politics so astutely that it was prescient of the Labour-SDP split. Now, with the Labour party falling around his ears, it does seem a shame that Griffiths's current project is a six-part serial about Scott and Amundsen.

The season at the NFT opens on Monday and continues throughout March. Trevor Griffiths will deliver a Guardian lecture at the NFT on Saturday March 31 at 6.15.

# Brass, Beethoven, blues

**National Festival of Music for Youth**
First regional auditions, Queen Elizabeth Hall, February 27.

No sooner have the last strains of "Land of Hope and Glory" died away than it is time for the Music for Youth bandwagon to start rolling again. From the 734 regional auditions, 4000 performers will be chosen to take part in the National Festival of Music for Youth on the South Bank in July, and out of those some 1000 for the ultimate honour of the Schools Prom in November. The auditions are the beginning and, in a way, the most important feature of the whole Music for Youth jamboree. They serve as a salutary reminder of the hours of effort and enthusiasm that go into the grooming of the smallest ensemble or largest orchestra, regardless of whether it qualifies for any subsequent acclaim. Applications this year are up by a record 47 per cent to allow over 20,000 young musicians to take part. The Queens Elizabeth Hall, chosen for the first time as the venue for the opening auditions, was, after a slowish start, filled to capacity with supporters and anxious participants awaiting their turn.

From the first morning's entries it is impossible to judge the eventual range of music that will be offered, since not all the categories are represented. The standard was predictably high. The Guildhall School of Music and Drama submitted two groups, their junior brass band performing an unusual version of the *Henry V* overture – a delight on the ears despite an over emphasis on the triple forte instructions. Many of the smaller orchestras and chamber groups seemed to be playing safe with traditional repertoire: Putney High School bravely tackled a Pomp and Circumstances March with an over balance of wind players; the Cromwell Chamber Orchestra offered a Haydyn cello concerto with some technically assured solo playing, yet were at their most impressive in Britten's Simple Symphony. Their String Quartet risked a movement from Beethoven's Op18 No2 and acquitted itself with the style and musicianship to be expected from a group trained by the redoutable Sheila Nelson.

It is always rewarding to observe high standards in groups that have their origins in the primary and secondary school classroom. Good percussion technique starts with the tiniest juniors; the four six-year-olds from Glenbrook Junior School showed a remarkable control and dexterity in their improvisations for xylophones, drums and woodblock. The most flamboyant moment of the morning was the Bishop Thomas Grant Percussion Group's rendering of the *William Tell* Overture, perhaps not entirely suited to the medium of percussion ensemble, but panache counts for a lot on such occasions. Judges Andrew Peggie and Douglas Coombes commended and constructively encouraged. Which wind band, ensemble or choir will they recommend to qualify? This remains a closely guarded secret for another month, but whatever the verdict the NFMY looks all set to take over the South Bank in a storm of brass bands, Beethoven and blues in July.

**Philippa Davidson**

# Vocal accord

**Incorporated Society of Musicians: Masterclass for Singers by Noelle Barker at the Music School, Royal Grammar School, Newcastle upon Tyne on Saturday, February 11.**

Noelle Barker, head of vocal studies at the Guildhall School of Music, and six talented young singers treated a large Newcastle audience to an enthralling afternoon's entertainment in this Masterclass, organized by the local branch of the Incorporated Society of Musicians.

In her brief introduction, Miss Barker said she deeply regretted the tremendous amount of unnecessary mystique that surrounded the study of singing: nearly all that students needed to know could be written on the back of a postcard. Surprisingly, most technical problems experienced by singers arise as the direct result of their own personal day-to-day problems. In the musical performances that followed, many of these problems came to light.

Margaret Huntington sang Mendelssohn's "Hear ye, Israel", a performance which gained in confidence following Miss Barker's remarks that all singers could benefit by closely examining the posture, strength and flexibility of ice-skating champions, Torvill and Dean. Besides placing considerable emphasis on deportment, Miss Barker also stressed the importance of enunciating German and Italian words correctly. For example, Italian vowels should be sung "as if you were just about to sneeze". Carole Wilson, who performed Buononcini's "Per La Gloria" was told that a singer's breathing should be closely modelled on the legato bowing of a good string player.

Brian Artist, who sang Schubert's "Der Wanderer" was advised to strengthen the sound of individual words of the text. Stressing such words as "wanderer" and "fremdling" could help an audience to better appreciate the loneliness of a walker's (and artist's) existence. Following Susan Jordan's performance of Haydn's "On Mighty Pons" and Hilary Pennock's rendering of Schumann's "Er, Der Herrlichste", Noelle Barker advised all young singers to listen critically to speeches of well-known politicians to assist them in developing a wider range of dynamics.

Finally, Gillian Brunton was provided with a number of useful exercises that will, without doubt, help her acquire a smooth, soft mature voice needed by Schubert's "Junge Nonne".

Miss Barker suggested that the students buy pocket mirrors so that they could watch their heads and mouths while they were practising. In her view, this could save them the expense of a dozen singing lessons. With the remarkable Miss Barker as a teacher, however, I am sure that most students would opt for her lessons regardless of price.

**David Biermann**



# Disabled

The Committee of Enquiry into the Arts and Disabled people, chaired by Sir Richard Attenborough, is still looking for evidence – examples of good and bad practice, recommendations and reports of interesting arts projects involving disabled people.

The Committee will publish its findings at the end of the year, having spent two years trying to form a complete picture of arts provisions for disabled people of all kinds. Its brief covers professional and amateur arts, arts for leisure, as well as the arts in an educational context.

Carolyn Keen, Project Director for England and Wales, is interested to hear from artists, pupils, students, teachers, patents, as well as ordinary members of the arts consuming public, not only about existing provisions but about suggestions for improvements.

For further information and questionnaire, contact: The Committee of Enquiry into the Arts and Disabled People, Nuffield Lodge, Regents Park, London NW1 4RS. Tel 01-586 0383.

**Nick Baker**

**Gracae Theatre Company**, a group of disabled performers whose work was recently praised in *The TES*, have embarked on a new venture. With support from the GLC and the Gulbenkian Foundation they are setting up a two week training course for disabled people interested in acquiring theatre skills. The course will take place at Goldsmith's College in London between April 24 and May 5. Experts in voice, movement, clowning and a wide variety of other skills will take part and there will be plenty of opportunity for discussion. Further details from Gracae, The Diorama, 14 Peto Place, London NW1 4DP (01-935 3063) and Goldsmiths' College, London SE14 6NW.

# M6 onwards

There is good news for the arts in Rochdale this week. The M6 company, well-known for its TIE work, has been under thrent since Rochdale Council unexpectedly voted not to renew its grant last November. Though it is also supported by the Arts Council (whose regional funding in any case has a question mark over it at present) and North West Arts, the local council's contribution made up two-thirds of its grant. M6 mounted a campaign to have the decision reversed and received support nationally as well as in the immediate locality.

Last Wednesday the council voted to renew M6's contract for another year – after discovering that the education committee had underspent substantially last year and so finance was after all available. For the moment M6 can breathe again.



ARTS

# Literary competition

**Literary Competition No 48. Report by Charybdis**

I'd asked for lyrics from a musical about someone dark or doomed. "Anybody can rhyme, you can find a rhyme for anything. But get a guy who can say something clever and warm . . ." Thus Frank Loesser: and, as the lyricist *and* composer of what is, in its artful amalgam of wit and tenderness, possibly the most perfectly balanced musical of all time, *Guys and Dolls*, he should know.

I set this competition as auto-exorcism of the depression that has overtaken me at several recent musicals assailing themes incompatible, as it seemed to me, with the broad but finite horizons of the genre and susceptible only to the realization of fully-composed-through opera. Not many competitors assisted me in the process, but all entries were on target and none lacked some merit.

Of "warmth" there was no lack, even if it was only the sizzle of boiling oil, the crackling of faggots, or the mega-watt hum of the Chair. So enthusiastically did you sup with horrors that at times I felt like *The Producers* of Mel Brooks' ineffable film, ransacking scripts for something so insurmountably tasteless that it could not but bomb on Broadway. *They* came up with "Springtime for Hitler": you celebrated monsters of equal immensity.

With the best entries closely vying, I am throwing the money around a little more widely than usual this month. £4 each to J E Neville, Paul Griffin, Philip Carradice and Mary Holtby for excerpts from their lyrics on, respectively: Idi Amin, Jack the Ripper, Senator Joe McCarthy and George Joseph Smith (not to be confused with *acid-bath murderer* Haigh – as in one entry: GJS just *dunked* them). £8 each to E J Elwin, David Brownstein and Gerard Benson (the versatile Mr Benson even included a bass-baritone setting of his horrible little song: with kazoo accompaniment in a resonnant bathroom it sounds uncommonly well). All prize-winners will, I am sure, forgive me if I say how greatly I look forward to not seeing their efforts in production.

Old Obote's out of favour and he's heading for defeat,
The Kenyan army's waiting as his soldiers all retreat,
The croes in Lake Victoria will soon have lots to eat;
Idi's back in town!

**J E Neville**

So . . . . don't look for me, Doctor Watson:
You must have lots on.
While I raise Hades
Among my ladies.
I'm *so* retiring.
But I do take an interest in their wiring . . . .

**Paul Griffin**

McCarthy's the name,
Witch-hunting's my game!
When shopping in the market
Or walking in the mall –
You want a taste of glory?
Inform upon your pal.

**Phil Carradice**

Georgie, when the knot is knotted
We shall be in clover;
Two hearts equally besotted,
Full and running over . . .
We should celebrate it doubly;
Let's abandon ale and porter!
Shall we drown ourselves in bubbly?
No, my darling – WATER.

**Mary Holtby**

**Robespierre**

My fav'rite food is a chop, chop, chop,
Best end of neck will do,
And galantine *à la Guillotine*,
And *tête de* – you know who!
My fav'rite drink is tomato juice,
*Vin rouge* my fav'rite brew;
A *Chartreuse* green at the *guillotine*
Will turn my fav'rite hue.
My fav'rite soldier's Colonel Blood,
My fav'rite bishop – Gore.
I'll mate my queen at the *guillotine*,
Then tumbril down some more!
My fav'rite bet is 'Heads you lose',
And my 'certs' are always 'dead';
I'm real mean with my *guillotine*,
And I'm gonna keep a-head!

**E J Elwin**

**A Tsar is Born**

(The Life and Times of Ivan IV)
Though warned that the boyars will always be boyars,
I'll limit their powers without needing lawyers
To argue my case in
The Muscovy court.
The poor Mongol nomad is not, they say, so bad;
But if I can't drive him back East I shall go mad.
The whole Volga basin
Will have to be fought.
They say I'm a lout, yet I must have an outlet
Through Poland or Sweden. The outcome's in doubt, yet
I should have a base in
A Baltic seaport.
*Chorus:*
They call me, for killing my firstborn, a skunk.
I'd step down and willingly live as a monk.
Although I'm no cherub, I went to be good.
I'm Ivan, the terribly misunderstood.

**David Brownstein**

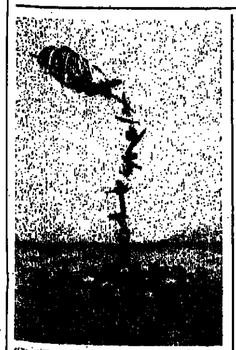
**Bloody Mary**
(Philip's Song)

Oh, bloody is the knife that the butcher uses,
Bloody is the wound that opes and oozes,
Bloody are the blades of the mil-li-tary,
But none so bloody as my Bloody Mary:
She's the girl for me,
Just my cup of tea,
Just my dish of pain;
*Chorus:*
*Heigh-ho the pierced vein*
*And the severed artery.*
Oh, bloody is the mouth of the slav'ring fang-man,
Bloody are the hands of the quart'ring hangman,
Bloody Mistress Rat, when the dog has chewed her,
But none so bloody as my Mary Tudor;
She's the girl for me, etc . . .
*Chorus:*
*Heigh-ho the boiling brain*
*And the burning heresy.*

**Gerard Benson**

**Competition No 49. Set by Scylla**

A well-tuned and originally phrased application for a job is perhaps as important as "getting on your bike". May we have a letter of application for an imaginary job which shows that even though your qualifications are entirely different from those asked for in the advertisement, you are ideal for the job. Up to 140 words. Closing date March 21.



"Just What Is It . . .?" is the title of a Channel 4 documentary to be shown tomorrow night in which the work of some of our more controversial sculptors is to be examined in close-up. The picture, above is of Ed Allington's coloured extravaganza "With Diligent Vegetables", one of many pieces by this sculptor which radiate hedonistic absurdity. Geoff Dunlop, the film-maker, carefully makes no personal judgments, though viewers most certainly will.

# Next week

**Peter Parker on books about the NHS; Gillian Peele on civil liberties in Britain and America; Primary books, including a provocative review of the School's Council's *Primary Practice***

# Atlas twins

**Blood Brothers**
Tulketh High School, Preston.

After 10 years as head od drama in Nantwich, Cheshire, Allan Steven gave us his job last year and formed Atlas Theatre Company with two of his A level Theatre Studies sixth formers, Martin Gorst and Sophie Robbins. Their policy is to work with young and malleable actors who are working towards Equity membership. They perform work by professional dramatists rather than company-devised work. They currently operate within a 65-mile radius of their Cheshire base, from Lancashire in the north through Manchester to Clwyd Staffordshire and Shropshire. Several of these areas mave few TIE companies.

Still seeking to establish themselves, Atlas has mainly received encouragement from Willy Russell and they have launched themselves with the original 75-minute version of Russell's *Blood Brothers*, now half way through its tour to audiences aged 14 and over. Without the glamour of music and Barbara Dickson's performance as the working-class mother who gives one of her twins to her wealthy, childless employer, the emphasis moves from this mother's predicament to the brothers' lives. An indictment of class barriers seems intended but the close focus of staging in the round without the sets to enforce class differences makes the play a story of guilt instead. Despite their backgrounds, Mick and Eddie almost survive as friends; it is their mothers' fears that keep them apart.

Mr Gorst and Miss Robbins create the working-class Mick and his friend Linda with a keen sense of character; elsewhere some performances tend to broadness more than subtlety, but the audience was pleased.

**Timothy Ramsden**

Blood Brothers *is on tour until April 13. Some dates remain available. Schools interested in booking the show should contact Martin Gorst: 0270 625796.*

# Sale work

**Learning the alphabet with pictures; a hand coloured wood-engraved card introducing a series of alphabet cards published for Dutch children at Leiden round about 1820.**

This set of cards is one among 342 lots auctioned at Sotheby's last Tuesday. They come from the estate of a Dutch collector, Coenraad Frederick Van Veen, who assembled a magnificent collection of children's books and ephemera which is going to be dispersed in three separate sales during 1984. Tuesday's sale consisted of Mr Van Veen's English, French and German children's books, together with his very remarkable collection of cards and card games, movable books and decorated papers.

Regrets have been expressed that Mr Van Veen did not arrange for his holdings to go lock, stock and panorama to some library or educational insitution. But he was a collector of humane tendency and didn't see why others should not enjoy the pleasure of obtaining and owning the objects that he had so much relished buying – and at least something of the relationship between the materials from different nationalities is preserved in Sotherby's handsome illustrated catalogue (£5).

The remaining parts of the Van Veen collection consists of the peerless library of Dutch children's books and Dutch picture sheets. These are scheduled to be sold by Sotheby's in Amsterdam, but there will be opportunity to view them in London beforehand.

**Brian Alderson**

# Contemporary contrast

**Contemporary Music Network Concert: London Sinfonietta.**
Bloomsbury Theatre, February 23.

The London Sinfonietta can always be relied upon to stimulate and surprise. Their current touring programme contrasts form with feeling and emotion – Birtwhistle's *Carmen Arcadiae Mechanicae Perpetuum*, as intricate as a painting by Klee to whom the work is dedicated, to Robin Holloway's orchestral college *Aria*, and Elliot Carter's song cycle *In Sleep, In Thunder*, based on six poems by Robert Lowell, which at its best enhances the restless humour, passion and sadness of Lowell's verse. Martyn Hill was in tender voice as the tenor soloist.

H K Gruber's *Frankenstein* can hardly claim any literary merit but children would relish its array of blood-sucking vampires, and well know film and story book characters: John Wayne, James Bond, Superman, etc. Indeed, it would be difficult for the most hardened cynic not to smile at such images as Robin and Batman cosily having breakfast together, or Frankenstein tangoing with the test tube lady to music remarkably reminiscent of Kurt Weill. A wild extravaganza of tooting, plonking, whirring nursery instruments, this orchestral version (to result of a collaboration between the composer and fellow Viennese composer / poet friends) dates from 1976 and is unusually tonal, drawing on a variety of popular idioms including dance and cabaret music. A macabre romp – not to be taken too seriously – it is a pity this piece is not recorded as it would make idea material for class study.

The London Sinfonietta have one more concert in Coventry (Warwick University Arts Centre) tonight. The score of *Frankenstein* is published by Boosey and Hawkes.

**Philippa Davidson**

# LSO meet

The London Symphony Orchestra is providing free to schools in Greater London a unique opportunity to visit the Barbican Centre and meet the players later this month. Meet the **Music Makers** will focus on five lunchtime concerts in the Barbican Hall at 1.00pm each day, from March 26 to 30.

Prior to this, members of the orchestra will be available from 11.30 each morning to meet school parties and engage in informal musical activities. There will be time for lunch and some exploration of the Barbican before the start of the concerts.

Two programmes, aimed at 9 to 12-year-olds (but with half an eye to lunchtime adult audiences) have been specially devised by Andrew Peggie, who will also introduce the music at each concert. Monday, Tuesday and Wednesday offer the chance of a whistle-stop tour of the world, with music by Prokofiev, Mussorgsky *(Night on the Bare Mountain)*, Ravel, Copland *(Appalachian Spring)*, and Rimsky-Korsakov *(Capriccio Espagnole)*.

The programmes for Thursday and Friday have a distinctly English flavour, featuring Malcolm Arnold, Benjamin Britten, Percy Grainger's rarely heard *Green Bushes* and part of a Trumpet Concerto by John Addison, performed by the LSO's Principal Trumpet, Maurice Murphy. The conductor will be Bramwell Tovey.

Teachers should book directly with the Barbican on 01-638 8891 or 01-628 8795, preferably before March 9. Tickets for the general public are on sale at £2.50.

BOOKS

# Under oath

**Political Trials in Britain. By Peter Hain.**
Allen Lane £12.95. 0 7139 1339 8.

Anyone hoping to find an account of political trials from Thomas More to the present day in this book will be disappointed. For, although the author touches on some of the more notorious political trials in the recent past, his brief is much wider than this, namely, to prove that all trials – in fact, as far as I can see, all legal business – is politically biased. And as the author is Peter Hain the bias is naturally right-wing and hostile to the interests of a vast number of people in this country.

In chapter after chapter – on the conspiracy laws, official secrecy, racialism and trade union law among others – Hain wears his left-wing credentials boldly. However, he produces nothing very new. On the academic side his thesis was amply demonstrated by John Griffith in *The Politics of the Judiciary* (1977) (he does properly acknowledge the influence of this book). Otherwise the pages of the *Guardian*, *New Statesman* and *New Society* are regurgitated in the familiar whining tones of Dave Spart.

The main problem with our legal system, according to Hain, is that it offers huge areas of discretionary powers to the authorities – from the humble police officer to the highest legal officials in the land. Needless to say when it comes to making decisions about, for example, whether or not to arrest or prosecute someone, blacks, political agitators, young people with long hair (to name but a few) are the first ones to be chosen. When power is vested in the Left through elections at local government level, for instance, then the wider discretionary powers of the higher courts will take it away – here he cites the example of the House of Lords' quashing of the GLC's "fares fair" policy. Acting as a bulwark to all this politically right-wing activity on behalf of the law are the lawmakers themselves. Barristers, solicitors, judges and magistrates are destined by their background and education to despise blacks, women, trade unions and sundry left-wing causes.

After spending some years in the courts I am bound to agree with a lot of what Hain says. The difficulty is in sorting out his reasons for why this should be so and the solutions he would put forward. For, I assume, the implication is that a truly socialist legal system would not stray down the same socially divisive path.

And it is here that I must disagree with this left-wing fantasy. Police officers, judges, etc are like they are not because they are right-wing but because the exercise of authority is a conservative activity *per se*. The legal systems of socialist regimes have not shown themselves to be all that sympathetic to racial minorities (the Jews in Russia), the politically dissident (all Communist countries) and trade unions (ditto). A more rigid adherence to the status quo occurs, if anything, where the Left is in power.

For whatever the faults here, things *do* change, if only slightly, for the better. This can be demonstrated by looking at one or two of Peter Hain's more outdated observations. On page 287 he observes that Soho pornographers get away scot-free while the young heady perpetrators of *Oz* magazine who sought social change rather than titillation are viciously prosecuted. In fact, pornographers are now being jailed for first-time offences. Only a few weeks ago one famous "porn" family went to jail *en bloc* for quite a long time. When it comes to custody and adoption of children he quotes a 1976 study which stated that in areas of disagreement the views of the natural parent always override the needs of the child. Not so. In a recent television programme a dedicated left-wing lawyer, Stephen Sedley, lamented the erosion of the rights of natural parents in disputes over children.

These are only two examples of how a book about the law can quickly become out of date. They are also examples of how the law in this country can and does respond to public opinion and thus use its discretion to change things. Without such discretion Sakharov still sits in Gorky and Scharansky in a Siberian labour camp.

**Christine Verity**



**Film buffs tired of the over-ideological theorizings of British academic critics should consider a new book from Down Under in which the subject is treated with the intelligent readability it deserves. Brian McFarlane's Words and Images: Australian Novels into Film is a highly stimulating examination of the transposition of nine major books, including "My Brilliant Career", from which the above still is taken. The book is published by Heinemann Australia, and will be available in this country soon.**

# Spanish Rs

**Education for a Changing Spain. By John M McNair.**
Manchester University Press £20.00. 0 7190 0966 9.

One Spaniard of my acquaintance is fond of exclaiming – in a mixture of irritation and affection – that his country is "very paradoxical". He is a teacher who worked in comprehensives in England for seven years before returning to Spain a few years ago. The cause of his anguished outbursts is all too frequently his employer, the education ministry, whose paradoxical judgments seem less than charming when he's the victim. John McNair's book is full of these paradoxes and is clearly written from bitter experience.

How much I sympathize with his heartfelt words on the first page about attempting such a book: "There are hazards in writing such an account. Documents are not always a good guide to what actually happens, in a country in which regulations notoriously are not often the basis of practice." And how paradoxical that this should be so, when the evidence of this book seems to show how much the Spaniards, in education at least, care for printed rules and norms.

The paradoxes come thick and fast, once you are in the mind to find them. Take this one: the *Ley Moyano* of 1857, which formulated the structure of the education system, was one of the first pieces of legislation in any country prescribing compulsory education; but no comprehensive education act was passed again until 113 years later, in 1970. Still, it is not difficult to see why this should be so: in many ways the Franco regime put the system on ice for 40 of those years. Such ground, once lost, is not easily recovered.

One could not find a Spaniard who would write such a book as this (there's a challenge!), and John McNair is to be congratulated for making the effort. In Spain last November I was looking for a Spanish book on the system, and was greeted with polite surprise. The general view was: "We don't look at the system like that; a Spaniard wouldn't write such a book." So there's a plus: John McNair describes the system and its parts, somewhat like an essay in which the student has to explain tee to a child who has never seen it.

He is tremendously useful, for instance, on the exact differences between the *catedrático* and the other ranks of teacher, and between *Formación Profesional* and *BUP* (Bachillerato Unificado Polivalente) and how those differences arose. He outlines the curriculum and its declared goals at all stages and he looks into the horrors of the *reválida*, the qualifying examination which is the hurdle at the end of secondary education.

Much of the book is taken up with the process of educational reform since the death of Franco, and the current state of the debate on the future of the system. Much of this is fascinating, if only because it is so different from our own experience. Much of it is also very technical, and it is here that the book is most useful: it is a good guide to the jargon and to the complex structures through which a bill has to pass before it becomes law.

Much of the debate is about the comprehensive principle, which is not the same as our own because it is not based on any local catchment area. Instead, it is based on the idea that there should be one school of each type in each town, and that these should be open to all who want to attend them. Much of the debate is about how to make this a reality when the vast majority of secondary schools are private, religious institutions which want to maintain their own character and which are usually held in Madrid over a week or 10 days, and centre on the *cuestionario*, a list of 100 topics which the candidate has had to learn, although he or she will only be examined on two. The pass rate is very low – McNair quotes a typical example of an *oposición* in English in 1980 in which of 195 who started the week, only 30 passed.

To continue the pluses, McNair also manages to get the Civil War into two paragraphs and the Franco years into five, which is no mean feat. Though at the same time he manages within 10 pages to repeat a number of items about Spain's recent economic history, which I only needed to be told once.

On the minus side, there is something missing in the interpretation. Spaniards, as I have said, do not see the system in the same light, and I would have welcomed greater analysis of this and of actual educational practice and achievements.

The publishers are indeed right to proclaim proudly in their blurb that this is the first comprehensive account of Spanish education ever published in English, and for that I thank them and the author. The problem is that the Spanish education system has now become interesting to an audience wider than just students of comparative education and of Spanish because of something that is hardly touched on at all. Namely, the arrival at the end of 1982 of Spain's first socialist government for nearly half a century. It is the government's attempt to revise the system in the light of educational models available to it from the rest of Europe that makes Spain's educational system today so well worth the study to everyone concerned with education. Sadly, the bulk of this book must have been written before this new activity, and so it is oriented much more to the reforms of the previous, centrist government. Felipe Gonzalez, and his education minister José María Maravall, are committed to a thorough revision of secondary education, the reform of the universities, the decentralization of much educational decision-making to the regions, and – perhaps most important of all – tackling head-on the Church's involvement in education (over a quarter of young Spaniards are currently being educated in Church schools).

McNair prepares the ground for these developments, many of which were expected, but we return to where we began: the paradox. Why is it that the publishers were not prepared to wait say six months and integrate the summary of new developments and more recent events with the text? Instead we have an uneasy postscript to an otherwise valuable book.

**Sarah Jane Evans**

# Transition

**The Education of the Handicapped Adolescent – The Transition from School to Working Life. Report by the Centre for Educational Research and Innovation.**
OECD £3.80. 92 64 12438 1

This volume is the second to be published as a result of the CERI project "The Handicapped Adolescent", which set out to study the complex issues which face individuals with disabilities during their final years of schooling and in making the transition to adult life. It is in two parts: an overview of problems common in the member states of the OECD, for example work preparation and the provision of counselling and career advice, and second (this makes up the bulk of the book), a series of case studies and reports highlighting either specific issues or examples of facilities for young people with disabilities.

Generalization is inherent in any overview, and this book is no exception. One consequence of this is that the specific nature of individual problems are lost in broad categories, giving an appearance of homogeneity, and creating the impression that a similar pattern of provision is appropriate for all types of disabled people. A further problem results from the range and diversity of provision available in any one country which may or may not be comparable with that available elsewhere, even assuming that problems of definition can be resolved satisfactorily given the limited space allocated to discussion of particular issues. In part this could have been overcome by reference to other publications, but unfortunately none are given.

In the second part of the book the various contributors fall into the trap of listing facilities and staff, thinking that this adequately describes provision. Too little attention is paid to the curriculum content and the way in which teachers and students interrelate in the achievement of the overall objective of the particular institution. The choice of papers for inclusion also seems somewhat idiosyncratic, and there is little apparent underlying logic. It would have been better to have included fewer, more detailed papers, and an editorial summary of the rest.

Useful discussion of the role of parents and their relationship with professionals is provided in the section by Mittler, Cheseldine and McConachie, stressing the essential normality of the parenting role and the difficulty of preserving this when there is extensive professional involvement.

Tacit recognition of the increasing difficulty in finding work for young people with disabilities is given throughout the book, but it is only in the section by Tizard and Anderson that consideration is given to alternatives. Even here the concomitants of work, such as an income above subsistance level, status and independence are neglected.

In short then, a frustrating book – tantalizing in what it leaves out rather than satisfying for what it includes.

**Alastair Kent**

Philip Ridon's lively **Local History: a Handbook for Beginners** (Batsford £12.50. 0 7134 3870 3 and £5.95. 3871 1) is soundly practical in approach. Mr Ridon knows and enjoys the documentary materials, and is good at helping you dig them from their hiding-places. He is healthily sceptical about fieldwork and blinkered antiquarianism, and positively scathing on industrial archaeologists. But in practical matters, whether sorting *sense* out of the legal technicalities of land transfer, or advising on how not to upset local archivists, or suggesting ploys for coping with the PRO, Mr Ridon is very helpful indeed.

**Tom Corfe**





BOOKS

# Delighting and instructing

**Ben Jonson: To The First Folio. By Richard Dutton.**
Cambridge University Press £15.00 and £4.95.

S J Simon's Unlucky Expert comes to mind as one contemplates Ben Jonson. No one questions his stature and his genius. Yet when it comes to reading him, most of us steal silently away, pursued by reproachful cries from his admirers that we ought to be ashamed of ourselves. What went wrong?

Richard Dutton, the latest of the Tribe of Ben, offers some clues, though not wholly intentionally. His subject is the First Folio of 1616, the focus and statement of Jonson's achievement to that date. The Folio brought together a selection of plays, masques and entertainments, poems: it formalized Jonson's claims to be a serious artist: it paved the way for Shakespeare's posthumous Folio (1623). And it registered Jonson's claim as a poet, rather than a mere playwright (a term, as Mr Dutton reminds us, used disparagingly by Jonson himself). The Folio is a milestone in the history of English letters, and Mr Dutton analyses its parts with sympathy and unflagging zeal.

And yet. The Tribe of Ben's arguments have an unfortunate trick of replicating their master's. Jonson was a hard-sell specialist: "By God 'tis good, and if you like't, you may." Mr Dutton, more mildly, notes of Jonson's unread poems "it is a moot point whether the fault lies primarily with the poems or with the readers". Not so: no guilt attaches to non-readers. Again, Jonson often appealed to "understanding", and Mr Dutton is certain that this is the key. "It is implicit in Jonson's whole approach that true understanding can lead to a better life and a better society, if we will make the effort." True, but truistic. One needs something better than a bland confirmation of authorial virtue. The error (as with Shaw) is to take a writer's prefaces, prologues, and pronunciamentos as the index to his work.

What is missing here is the anarchic, foul-minded Jonson whose plays, with their fetid atmosphere and brutal high spirits, illustrate the black comedy of life. Mr Dutton does not care for comedy: "for us . . . comedy is so much less a form than, say, epic or tragedy". He ignores the stage history of Jonson, nor does he seem to have enlarged his own understanding via contemporary productions. Of *Volpone*, he speaks of "the sober propriety of Celia and Bonario, who seem naive and uninteresting . . ." That is an oddly po-faced account of the play's stooges and spokespersons for the Better Society. Asked in Court to name their witnesses, they reply:

*Bonario:* Our consciences.
*Celia:* And heaven, that never fails the innocent.

I remember the gale of laughter at the National Theatre (in the Hall/Scofield production) as the two dolts squeaked out this imbecility. Jonson always liked to advertise the high road, the claim to "delight and instruct": the plays by which we remember him are something else.

There remains a mental limitation, and Jonson himself is witness. In *Timber*, he wrote of Shakespeare:

Many times he fell into those things, could not escaped laughter:
as when he said in the person of Caesar, one speaking to him,
'Caesar, thou dost me wrong'. He replied, 'Caesar did never wrong,
but with just cause,' and such like;
which were ridiculous.

Now this line does not appear in *Julius Caesar*, and it's a fair guess that Shakespeare deleted it following objections. But Trevor Nunn put the line back (at III. 1, 47–8) into his RSC production of 1972. And it worked. The line became a conscious paradox, applauded as such by a sycophantic Senate. It is a brilliantly provocative statement of a crux all dictators face. Shakespeare knew this; Jonson didn't, or could not admit the "absurdity" as a paradox. That is partly why, centuries on, we are reading one Folio and not the other.

**Ralph Berry**

# Put in order

**Brecht in Context. By John Willett.**
Methuen £12.50. 0 413 50410 7.

A new book by John Willett is always something to look forward to. *Brecht in Context* does not disappoint. Indeed, it is a pleasure once again to be guided through the complexities and enigmas surrounding the great German poet, playwright and theatre director, in prose that is as direct and lucid as that of a good novel.

Some hearts may sink at the thought of yet another book about Brecht. Converts and idolators will snap it up, expecting to find confirmation of what he means to them. They will have to reckon with Mr Willett's admirable objectivity. Many people will, I fear, let it be, convinced by well-circulated half-truths that its subject was a "pinko" playwright of peripheral political interest. They would be both misguided and wrong.

Their misgivings undoubtedly derive from the way his "writing, the poetry and the actual realization of the plays" have so often been presented to the English-speaking public. "A preoccupation with theoretical principles . . . fascinating in itself", seems "to confuse those wishing to stage and perform Brecht's work or even in extreme cases to scare them off the whole business". Rigid partisanship to ideological principles wreaks an equivalent havoc upon the works' true worth.

Mr Willett expertly balances the ideological against the "many other aspects and implications of his (Brecht's) work which . . . were in some danger of being neglected". The theoretical is contextualized and thus justly weighted. Mr Willett's virtues are Brechtian. He "alienates"; that is, says "something fresh and unfamiliar about the most familiar things", while in the presentation of his insights he exemplifies Brecht's dictum that "the modern spectator" (and reader) "does not want to be patronized and raped but simply to have human material tossed before him so that he can *put it in order for himself*".

The material may be familiar to addicts but I for one relished, in particular, the chapters on Brecht's indebtedness to Kipling and on "Brecht and the Musicians", though Mr Willett is surely wrong to claim that Weill's "successful Broadway musicals have sunk almost without trace". There is a renewed interest in them. *Street scene* was revived in New York in January, 1980. It is available on record, as are several others. In "The Changing Role of Politics", he traces Brecht's political career, placing it in a true perspective and demonstrating its centrality to the evolution of his art. The origins and meaning of "Alienation" are explained beyond doubt, once and for all.

Finally, *Brecht in Context* is an outstanding introduction to its subject for the young, in whom Mr Willett has much faith and for whom, in part, the book is written. In them, he believes, Brecht stimulates simple questions "which are a challenge to answer, because they don't depend on expert or technical knowledge". Such questions compel thought, which is the true goal of education. The present work will immeasurably enrich Brechtians young and old, especially those who think they know it all.

**David Blewitt**

**Close to the former calico printing city of Manchester is Platt Hall, an elegant eighteenth century dwelling which has housed, since 1947, the private collection (some 3,500 items of historic clothing) donated by Dr C Willett Cunnington and his wife, whose authoritative work on the subject helped to make the study of dress respectable.**

**The permanent exhibition is of international importance and Fabric of Society: A Century of People and their Clothes 1770–1870 illustrates lavishly the town and country costumes which are there presented. This delightful history will be an important reference book for students.**

**Platt Hall serves as a research centre and is open from April to September. The book is available from the gallery or from Laura Ashley shops.**

Betty Tadman

# Audenary

**W H Auden: The Critical Heritage. Edited by John Haffenden.**
Routledge & Kegan Paul £19.95. 7100 9350 0.

It is ten years since Auden died and six since, through the dedicated efforts of Edward Mendelson, all his poems have been made available in *Collected Poems* (1976) or *English Auden* (1977), including those he had discarded. And now John Haffenden, with admirable objectivity, has selected 135 first reviews and essays by some of the most perceptive Anglo-American critical writers of our time, of each Auden volume on publication. All contributions are largely inaccessible elsewhere.

They are all here – the damners, the doubters and the devotees – from Leavis to Grigson, concluding with Irvin Ehrenpreis's penetrating critique of *Collected Poems*. But more valuable than any single contribution is the editor's long introduction, synthesizing the salient points of his contributors with dozens of key sentences from other sources.

Yet, despite complete textual availability, no book assessing the whole of Auden's poetry has been attempted since Monroe K Spears's invaluable survey, *The Poetry of W H Auden: The Disenchanted Island* in 1963. With Auden's impressive achievements – the 670 pages of *Collected Poems* with scarcely a really bad poem included; with what John Press calls his "technical wizardry"; and with his Light Verse, widely hailed as the century's finest – this is surely surprising. It indicates an absence still of any consensus on Auden's true place in the poetic pantheon. Spears had found him "not yet classified or predictable", and Mr Haffenden thinks it still a debatable question whether "Auden should be taken as a serious poet, now or indeed from the beginning". For this I think there may be several reasons, some extra-literary; but one I think predominates.

In 1960 Auden discarded a considerable number of poems from *Collected Shorter Poems, 1927–1957*, and some we had greatly cherished, eg "Spain" and the superb "September 1, 1939", were rejected as being "dishonest" – voicing beliefs he never held and feelings he never experienced! Now, if true, could a poet who did that ever be taken quite seriously again? But there is another possibility. Could the poet of 1960, no longer capable of seeing himself as he really was 20/30 years before, have put the worst – and mistaken – construction on what he had done in publishing them? From conversations with Auden in Kirchstetten in 1970, I am convinced that that is what had happened, – though it is, unfortunately, not susceptible of proof.

It is to be hoped that a careful reading of Mr. Haffenden's collection of appraisals will lead to a closer study of Auden's American poetry, and a less emotive, more balanced assessment of his whole work. When all reservations have been made, however, Auden certainly remains for me a major poet; though, almost equally certainly, not one of the highest rank.

**Hermann Peschmann**

# Stuck upstream

**Alan Ayckbourn. By Michael Billington.**
Macmillan Modern Dramatists £11.00. 0 333 29196 4. £3.95. 29197 2.

The thing about Ayckbourn is that he is extremely popular. In the last two years, according to Arts Council figures, his plays have overtaken even Shakespeare's in attracting audiences to regional theatres. It's fairly obvious why people like his plays: they are funny and clever and they deal with recognizable relationships between people of the theatre-going classes. What is less obvious is why audiences are prepared to keep up with Ayckbourn's prolific output. The answer may be that Ayckbourn exploits a happy combination of predictability and unpredictability in his work. His themes and his treatment of them, are always recognizable the same (so if you like Ayckbourn, you'll always like him), but at the same time there is nearly always some technical adventurousness (or, dare one say it, gimmick) about each new play that makes it worth seeing. People, then, know whether they like "Ayckbourn", and if they do they'll rush to see "the *new* Ayckbourn" however often it comes up.

Michael Billington is determined to counter the suggestion that just because Ayckbourn is popular and prolific, he is necessarily second-rate. And he sets about the task of explaining Ayckbourn's talents with a liveliness that is refreshing in a study of this kind. He admires the way Ayckbourn rings the changes on his major themes, and usefully summarizes the "emotional territory" of the plays as "marriage, family life, tribal rituals [meals, birthdays, Christmases] innocent destructiveness, male insensitivity and the success ethic". He applauds Ayckbourn's theatrical skills – his visual jokes (like Trevor hilariously destroying Malcolm's poorly-constructed dressing-table in *Bedroom Farce*) and of course his experimentations with stage geography (the two living-rooms superimposed on each other in *How the Other Half Loves*; the flattened house in *Taking Steps*). He also draws attention to an important talent Ayckbourn has for *showing* how people react to each other rather than having his characters spell things out.

Like others in the series, the book is primarily a chronological account of the work so far. Billington is a trustworthy guide, abstracting noteworthy features from each play, selecting good quotations, tracing thematic developments and, importantly, giving insights into how the plays work in the theatre. My only misgiving is that Billington's short summaries of plot and character are sometimes so economical that characters are reduced to a couple of words – "a childless dipso", "a bovine boor" – which suggests that they are mere stereotypes. And there is a facetious quality in calling Norman in *The Norman Conquests* "a catalyst under a cold, lead roof", for example, or Clive in *Season's Greetings* "the catalyst among the pigeons" – that certainly palls after a bit.

But Billington has done a good and worthwhile job. The only regret is that his study has to end at an uncomfortable place in Ayckbourn's career, when the less than successful *Way Upstream* is uppermost in most people's memories. *Way Upstream* represented several new departures for Ayckbourn, none of which was for the better: it was blatantly allegorical, it contained two characters who were unbelievably evil (Billington thankfully resists the temptation to call them "ship's catalysts") and it diverted far too much of the audience's attention to the feeble manoeuvrings of a large boat in a very small pond. Not a happy ending, then, but perhaps a good juncture at which to take stock.

**Lynne Truss**

**Pocket Classics: Life's Little Ironies. By Thomas Hardy 0 86299 069 6; A Group of Noble Dames. By Thomas Hardy 093 9; The Spotted Dog and Other Stories. By Anthony Trollope 071 8.**
**Alan Sutton Publishing Limited £1.25 each.**

This is a snug little series, attractively presented, and accurately entitled "Pocket" classics as readers will find as they easily tuck their chosen volume into pocket or handbag to be ready for whiling away otherwise lost hours. To achieve this comfortable result the print has been reduced to the smallest tolerable size which, although it might deter the half-hearted and certainly demands a good light, is, in fact, clean and easy to read. These three volumes of perennially satisfying short-stories form a welcome addition to the series.

A very brief biographical outline by Nicholas Mander precedes each text and the Hardy volumes also contain his own prefatory notes.

**Katya Walter**

BOOKS

# Getting started

**Encounters with Books. By David Jackson.**
Methuen £9.95. 416 33060 6. £4.95 33210 2.
**Encouraging Talk. By Lewis Knowles.**
Methuen £9.95. 416 33200 5. £4.95. 33210 2.
**Encouraging Writing. By Robert Protherough.**
Methuen £10.95. 416 34050 4. £4.95. 34060 1.

Let me begin by being quite explicit (and by offering a gift to Methuen's publicity department). Despite some minor weaknesses, this new series of teachers' books on the teaching of secondary English deserves a most enthusiastic welcome. It is timely, sensible and practical. It is neither political nor polemical. It is concerned simply to describe sane and effective classroom practice and will be of considerable help to student teachers and a source of comfort and inspiration to many with more experience.

The best of this first trio of titles is David Jackson's *Encounters with Books* (subtitled *Teaching Fiction 11–16*). Succinct, confident and inspiring, it begins by showing narrative fiction to be a primary human necessity, a way of making sense of a volatile world, and then goes on to assess the value of fiction to young people. David Jackson next provides three eminently practical chapters on "Bringing the text to life", "Building a constructive reading environment" and "Fresh ways of working with texts". The second half of the book presents case studies of reading strategies used successfully with what the author sees as the three phases of growth or maturity that can be noted within the 11 to 16 age range.

The book ends with realistic suggestions for class libraries for each of these phases: lists which might perhaps have been annotated, if only briefly. More might also have been said about television (both as a way into a novel and as a rival to book reading) and, as is the case with other titles in this series, an index would have been useful. Even so, this is a concise and constructive introduction to its subject.

Robert Protherough's *Encouraging Writing* is rather more leisurely but equally helpful: I feel certain that the author must be a great comfort to his students during teaching practice. He knows all the problems that beset English specialists, not least teachers of other subjects who pontificate on the teaching of writing. He also knows about those worrying pupils whose brilliant creative work includes such asides as "Mr ---- goes into the girls' toilets" and the English teacher's tendency to reach for a red biro even on opening a letter from a friend or relative.

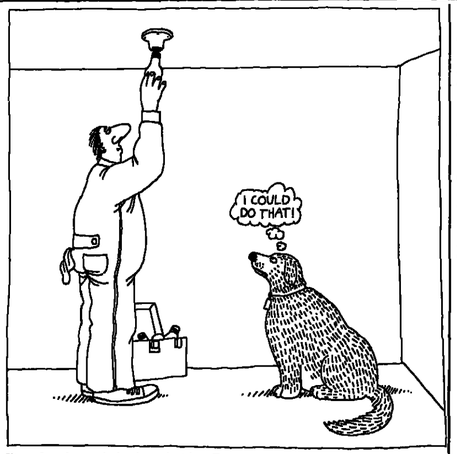
It might have been sensible if the book had concentrated more explicitly on the encouragement of personal (as opposed to transactional) writing but there are splendid chapters on planning and starting a programme of imaginative writing, a valuable analysis of the process of composition (with a salutary reminder that teachers should on occasion attempt the creative tasks they set their pupils) and a very wise section on "Receiving the writing". A series of resource lists concludes this humane handbook.

As I have written a book myself on almost exactly the same topic as *Encouraging Talk*, I might be expected to be more critical of this book than of the others in the series. Embarrassingly, I am.

Lewis Knowles has much of value to say about the process of learning through talking (especially in discussion groups), he offers good advice about the assessment of such talk and quotes extensively from Douglas Barnes and other authorities. He describes the management of prepared talks in class and subsequently discusses "talk in a formal setting" (eg mini-debates), reading aloud and spoken English examinations (although oddly there is no real awareness of the work of the English Speaking Board).

There is nothing about improvization and little about role play. That is his privilege but the step-by-step description of a mock interview ("The teacher's desk and chair were positioned sideways on to the class and the interviewee's chair opposite") does suggest a lack of awareness of much that is happening in many classrooms and of what can happen in drama lessons. If *Encouraging Talk* is not so imaginative a guide for young teachers as its companion volumes, it will prove a vital weapon for any head of department who is trying to reassure a traditionalist that it is possible to get back to basics *and* embark on oral work. But that is one of the genuine strengths and virtues of the series: it is safely middle-of-the-road, and will have all the more good effect for that.

**David Self**




From Luminous Animals and Other Drawings by Kliban, Penguin £2.95.

# Telegraph boys

CHILDREN'S LITERATURE

**Thin Ice. By John Branfield.**
Gollancz £5.95. 0 575 03350 9.

Sam Goldwyn is said to have believed that messages should be left to Western Union, and a novel like this tends to support his theory. Mr Branfield has an unimpeachable motive – to encourage his young readers to think more sensitively and in a less prejudiced way about the implications of being a male homosexual, but his consciousness of his purpose is the death of fiction.

This is his second novel about sixth-former Andy Trewin and his friendship with a responsible and serious homosexual journalist and evening class lecturer. It is only in this one that Duncan admits his sexual orientation to his friend, though Andy has always been aware of it, and great stretches of the novel are taken up with earnest discussions of Duncan's feelings and situation – a particularly anxious one since the novel is set in 1947, while homosexual acts between consenting adults in private were still criminal offences.

Mr Branfield has the bones of a strong story here, with Andy confused about his own feelings, Duncan anxious not to let sex interfere with friendship, the shadow of the law looming and the bitter postwar winter providing a threatening setting. Somehow it all goes for nothing; Mr Branfield's honourable concern not to make melodrama out of his subject-matter; and his didactic intention, drain all the life out of his narrative, and in the end neither Duncan's trial nor the floods which follow the great freeze have an impact on the reader. It is as if they must be distanced for propriety's sake. All that is permitted is the earnest talk. If only Mr Branfield had let his characters be they might have communicated his message for him, but he has reduced them to mere telegraph boys.

**Audrey Laski**

# Sweet and sour

**The Other Side of the Fire. By Alice Thomas Ellis.**
Duckworth £7.95. 0 7156 1809 1.
**Not now but NOW. By M F K Fisher.**
Chatto and Windus, The Hogarth Press £8.95 and £3.95.
**Summer at the Haven. By Katherine Moore.**
Allison and Busby £6.95. 0 85031 511 5.

Classical reference and extracts from a turgid Gothic novel being written by one of the characters suggest hidden depths to Alice Thomas Ellis's novel which aren't really there. Claudia, a bourgeois princess, is a modern Phaedra, in love with her stepson, Philip (like Hippolytus, the name means "lover of horses"); her confidant Nurse-figure is a wood-dwelling divorcée called Sylvie (Artemis as opposed to Venus). Sylvie's bitch, Gloria, is apparently an emblem of natural femininity. Slight, but the pretentiousness is compensated by elegance and wit.

M F K Fisher is a cookery writer; this, her only novel, first appeared in 1947. Its heroine, like Becky Sharp, is selfish, ruthless and amoral. The reader is initially uneasy, suspecting an invitation to identify with corruption. Towards the end there is a comeuppance and some resolution. The book is not really a novel, but (in the author's own words), "a string of short stories, tied together more or less artfully by a time-trick". Contrived, but the stories are intriguing and the writing stylish. I enjoyed the San Francisco episode the most.

Katherine Moore is 85, also a professional writer. This is her first novel. In stories set in homes for the elderly, one expects friction among the inmates, nostalgia for their early lives, conflict between their dignity and smooth administration, with accompanying pathos. Here we get them. But the book, sweet and sour, is a good read. Into the closed and static community comes a menial and illiterate boy, ESN, but with perfect pitch. He brings harmony and love, is a holy innocent, a healing nature spirit. Rather too much is made of this symbolism: he is an "elemental" (what's that?), a Brownie, Puck. Inevitably, he is banished in favour of conventional domestic help.

**Valerie Grosvenor Myer**

# Deschooled

**Better Than School. By Nancy Wallace.**
Larson Publications $14.95. 0 943914 05 1.
**Anything School Can Do You Can Do Better. By Maire Mullarney.**
Arlen House/Marion Boyars £6.25. 0 905223 38 1.

School schooling or home schooling – it's not surprising this is an emotive subject. Authority and power, social and moral values, manipulating the attitudes of the young is what schooling's all about. But then so is family life. Home schoolers prefer to make the indoctrination consistent by doing it all themselves, and thus avoid a clash of values between home and school. But perhaps if schools' values were closer to their own they wouldn't feel home-schooling was so necessary.

The Mullarneys and the Wallaces came to home-schooling by different paths, though the schools they didn't send their children to seem to have been equally good ones to avoid. Living in an isolated spot outside Dublin when their first child reached school age in the early Fifties, the Mullarneys found getting her to school was never a possible option. Though several of their 11 children did eventually spend time in one school or another, their early schooling was almost entirely carried out at home. And apart from a Montessori school in Dublin, brushes with school involved learning by rote and by the belt, with the use of imperfectly understood Irish as the medium of instruction producing confusion and hampering learning.

The Wallaces in New Hampshire never considered home-schooling as an option. [illegible] teachers was [illegible] their [illegible] all until school proved [illegible] the end of the Seventies. Ishmael was unlucky with his teacher who expected first grade children to fit into the pattern of first grade work. He inconveniently learned to read too soon, graduated on to the third grade reader which involved the third grade workbook which involved prepositions and prefixes and suffixes of which not surprisingly he had never heard. And he would keep reading ahead by mistake which his teacher had expressly asked him not to do. Nothing he did seemed acceptable and like his Biblical namesake Ishmael became an isolate, tense and withdrawn.

Home-schooling isn't easy in the USA; in some states it is illegal. The Wallaces lived in a state where it isn't, provided you can convince the school board of its benefit for your children. After many a doubt and fear the Wallaces won permission and embarked on the saving of Ishmael, eventually home-schooling their daughter Vita too. It had been much easier for the Mullarneys in Ireland where the authorities apparently hadn't been too interested in how – or even whether – their children were educated.

In both families it was the mother who primarily took on the task. Both Maire Mullarney and Nancy Wallace seem to have been remarkable educators, delighted to learn along with their children and placing great emphasis on fostering independent thinking while always ready to respond to interest and enquiry. Both put a great value too on creativity, whether in writing, in music or in art. Both believe that the best learning is fun.

But these values are just the values [illegible] concentrate on achieving good school [illegible] didn't, and of course unusually lucky that they could supply the deficiency themselves. Their experience can't be considered an argument for home-schooling in general. Some of us fail even at the first jump with Glen Doman's *Teach Your Baby to Read* recommended so enthusiastically by Maire Mullarney. You were supposed to keep the word cards hidden, producing them only at relaxed moments in a systematic progression. Not in our house.

The attempts at concealment produced anger and frustration; assuaging the anger and frustration produced spillage on the floor. My children learned to read at school. There must be other children too who will learn anything from anybody with alacrity and enthusiasm, provided it isn't their mother. And at school, learning takes place quite incidentally as far as they are concerned; the important thing is the social situation, for which, unless you have eleven children like Maire Mullarney, it's difficult to find a substitute. "Well, you see," they explain politely, horrified at the idea of home-schooling, "if we didn't go to school we wouldn't be able to see our friends and have fun."

So it all depends on your children, on you, on the schools available and how you all combine. Of course there are always going to be things to criticize about school, the sexism, the competition, the peer-group pressures based on values that appal you. Home-schoolers can avoid all this and provide a coherent and consistent model of living for their children. But for those of us who can admire them much better than we can emulate them, let's concentrate on achieving good schools.

**Jessica Saraga**

# Literary forms

**Understanding the Elements of Literature. By Richard Taylor.**
Macmillan £12.95. 0 333 26320 0. £4.95. 26321 9.

There is a discrepancy between subject matter and the language and style in which it is presented that makes it difficult to be sure to whom this book is addressed. Undergraduates and "all students of literature in English" form the principal readership the author has in mind; but after the years spent in O and A level studies most students coming from English schools will already know much of its contents, whereas students from other countries studying English as a wholly or partially foreign language will find the matter helpful but the expression of it unnecessarily difficult.

Apart from this central weakness, this is a most useful book, particularly for teachers of literature as it presents an efficient framework upon which a course of study could be based.

The first chapter forms a general introduction which aims at explaining the nature of literature and how best to read it; it reminds one of the elementary but nowadays often forgotten fact that the stories and even the language of the Bible and the classics are the major influences in English literature and a student must be familiar with both; it gives a brief, rather over-simplified history of our literature and the influence of political and other events upon it, based upon a division into four somewhat arbitrary periods, themselves subdivided in a way that makes for tidiness if nothing more. This introduction chapter is followed by three more dealing in turn with narrative, drama, and poetry and speech.

These three literary forms are explored carefully and most aspects of each are covered. The fact that in spite of the large number of examples given there are still not enough is inevitable in a work of this kind; and, although a stumbling-block to a students learning on their own, will not matter to teachers with their wider range of reference.

In all these chapters, the author begins by listing the different subdivisions of narrative, drama and poetry giving examples. This listing is followed by a section on what the author calls the Aesthetic Elements of each and in these he enumerates, defines and gives examples of style, construction, characterization and method of approach and, in the case of drama, types of theatre, use of scenery, acting techniques and the place of dance.

In chapter four, entitled Poetry and the Music of Speech, in the second section, the Structuring of Poetry, in addition to the expected examination of prosody and metre, a subdivision is devoted to pitch and stress, useful to readers for whom English is a foreign language and probably quite new to those born and bred in England, as by them it would be taken for granted.

This book is more, however, than a collection of definitions and examples as the author never forgets that he is dealing with the experience of becoming acquainted with a living literature. The book is aptly named, as he constantly aims, through understanding of its forms and techniques, at increasing the reader's response to the books he reads.

**Katya Walter**



THEATRE/DRAMA

# Child's play

There's an old theatrical adage which warns actors against sharing the stage with children. It has been successfully turned on its head in a new workshop production at Riverside Studios, in which small children are not only invited on stage – they are allowed to take over the whole show.

This extraordinary piece of theatre is the joint production of Riverside's director Simon Usher and Craig San Roque, a Jungian psychoanalyst who has worked with children as a play leader and therapist. It is called "Playing and Reality" after the book by the late D W Winnicott, as it was inspired by the famous child therapist's ideas about creating a space for children to express their ideas and feelings in play.

They have created a dramatic setting in which the children in the audience, some only two years old, are drawn into the action and subsequently become so absorbed in what they are doing that they forget the audience out in the dark area beyond the spotlighting. Thus the audience is able to "observe the patterns of children's play" (as their poster advertises) while the children merely play.

The show is, however, something more than a play session under spotlights: it is a dramatic venture in which adults and young children share the experience of theatre, with its illusions and terrors, as well as the sense of creative release which goes with audience participation.

Though it is unscripted and each performance is allowed to develop in its own way, the opening scene is always played in a mood of high tension with an actor and an actress fiercely and silently poised to defend the "stage" area – a strip of brightly lit sand with a few toys and spades on it and a friendly group of teddy bears and dolls looking on.

The audience is not admitted to the small studio theatre until the moment the show is scheduled to begin. As they walk into the darkened auditorium, children chattering and pointing excitedly at the illuminated sand, the actor, crouched on it with a stick over his knees, commands them to "Shhh!" At the other end of the sand, the actress stands very still in a *long* coat and points a silvery toy gun at anyone who stirs or makes a noise. If any noise persists, the actors converge on it, lowering. (Our photographer, with her clicking camera, came in for some heavy disapproval.)

After five minutes of this the tension is palpable. No one dares to fidget. The play has begun. Then the smallest child in the room, his concentration exhausted, grizzles and starts to wriggle on his mother's knee. He is beckoned onto the stage with her and as he trots out on to the bright sand his bad temper visibly evaporates. In a few seconds he is bursting into wild laughter as he jumps on a sand pudding his mother has just turned out of a bucket.

Other children in the audience watch this intrepid behaviour with interest. A small girl with plaits looks questioningly at her mother. A younger boy, perhaps not yet three, looks rather frightened but at the same time fascinated by the actor who has moved up quite close to him, playing with some toys in the sand. Suddenly the actor hands him a toy car. He takes it, looks at it, and hands it back. Moments later his chair and that of the girl with plaits are lifted up and carried, with their occupants, into the middle of the stage.

At this point the longed-for sand takes over the children's attention. Those who are still seated with their parents soon slide off their chairs and join in the illuminated beach scene. The actors, having given up defending the sand, take on a subservient role and offer the children tools and materials to use in the sand.

The small boy who was so frightened earlier is now digging with great determination. He fills a bowl with sand and briefly goes off to show it to his mother, then hurries back to resume his digging.

One of the mothers spontaneously begins to hum and then sings "Down by the Sally Gardens", followed by the lovely duet version of "We'll gather lilacs" (with her husband). Finally the two of them move round the stage, singing and acting "Anything you can do I can do better". It makes an enjoyable diversion for adults in the audience, who are by this time distinctly out in the cold as well as the dark.

On stage, the children take not the blindest notice. They are too busy. A boy who has been setting up a train to run near the edge of the sand explains to the actor, "If there was more than this it could go all the way round there!" He is entirely unaware of the audience, like all the children building and digging and planting sticks, leaves and ivy in the middle of the stage.

Now comes a humped apparition, draped in a red cloak and snorting as it moves backwards along the edge of the stage, chased by a tiny pair of clockwork feet. This little surrealist pantomime is watched by one small girl who is standing nearby, rocking a doll in her arms, but ignored by the children in the sand.

At last the grown-ups who have been encouraging and handing out materials on the sand withdraw completely and the children are revealed, surrounded by the castles and rivers and forests and tiny model people and vehicles and roads of the world they have created. Indeed, they are still intent on creating it and unaware even of the rain of brightly coloured ballons that has been released to drift gently down upon their heads.

So what is it all about? What is the point?

Discussion which followed this opening session made it clear that the experiment is going to be controversial. One mother objected to the brandishing of the toy gun at her two year old, complaining that he was frightened. Another mother liked the tense beginning and said that being frightened was one of the pleasures of theatregoing. (The aggressive theme introduced by the actors was certainly followed up by the children later, threatening one another with the toy gun and even attacking our photographer!)

When I asked San Roque the reasons for the tense opening scene, he said "We worked it out that it had to be done this way. You create a space by defending it. If you just invite children on to a nice free space, they may not want to play there!"

Camilla Jessel

The aim of the exercise, beyond creating an entertainment for small children and their parents, was "to give adults a chance to come here and watch and think about what happens when children play – and to do so in a theatre, which is a place where adults play. So that we may notice some relationship between culture and the play of children . . ."

For me the most striking aspect of the "performance" was the intense concentration on the faces of even very small children playing creatively in the sand, completely regardless of what went on around them. It is the same total absorption that is generated in a true adventure playground, where children are given space and materials to create a world of their own. I was reminded of the words of Montaigne: "It should be noted here that the play of children is not really play but must be judged as their most serious actions . . ."

**Jenny Pearson**

*"Playing and Reality", a workshop production sponsored by Mind, will be resumed at Riverside Studios during March. Details from Simon Usher 01-741 2251*

# Character, conflict – and text

**Themes from Life By Graham Stoate**
Harrap £2.25 0245 53998 0

English and drama teachers are in constant need of useful anthologies of short plays for classroom reading. This "sampler of contemporary drama", a rather contradictory description, is an interesting and in places unexpected collection of extracts, including the realistic, the highly stylized and the absurd. The extracts are accompanied by suggestions for follow-up work in discussion, writing and improvisation. The editor, Graham Stoate, tells us that they have all been chosen as reflections of the life we lead now. I was surprised by his assertion that "Not all plays debate social issues, examine human problems or explore human relationships". It would be instructive to see an anthology which managed to avoid these concerns, which one had always assumed were central to theatre and drama. However, he is correct in suggesting that this collection will be particularly useful to drama and theatre arts teachers as an introduction to textual study.

The suggestions for follow-up work are a curious mixture. Most of the discussion points are useful, focussing attention firmly on the text and its implications. Some of the ideas for written work, for example letters to a problem page, or writing one's own reference from the headteacher, might even overcome the widespread conviction of many pupils that "we don't do writing in drama". Others are rather odd, and may not immediately catch the imagination of the class – "research the growth and development of the underworld gangs" or "write a complete set of menus for a day at the Tivoli Restaurant".

Sometimes the suggestions for improvisation arise logically from the text and are pursued beyond a single situation, but too often the ideas are self-contained and have little possibility of development. Emphasis is on the naturalistic improvisation of a moment of conflict which for many pupils may remain a superficial and sterile argument. There is no impression that the teacher may have any part in shaping the activity, and I doubt whether there will necessarily be "an improvement in improvisational techniques", as the editor promises. An introductory chapter with advice for teachers on how best to use the extracts and follow-up suggestions might have helped. As it is, the suggestions for improvisation contain only the minimum of help for participants in suggesting attitudes or outlining character, but for some reason the importance of inventing convincing names and addresses for characters is stressed.

There is some attempt to place the extracts in a wider theatrical context. The careers officer in *Zigger Zagger* who sings a song is identified as using "alienation" which "distances the audience from the action and is supposed to make them think more deeply about what is happening". I doubt whether the suggestion to script or improvise an interview at the jam factory while trying out the technique of alienation will be sufficient to produce understanding.

What appears to be an interesting selection of photographs which might have been useful stimulus material is included but rendered useless by being printed so small as to be almost invisible.

**Cecily O'Neill**

# Humour and horror

**Fun and Fright. Edited by R K Sadler and T A S Hayllar**
Macmillan Education £2.95.

Although it need not be used as such, *Fun and Fright*, a collection of 13 short one-act plays, could also be a useful introduction to the art of playwriting. There are – thankfully – no how-to-do-it lessons like there are in American high school textbooks on the subject, but several of the playlets are copybook examples of how the dramatist deals with such problems as characterization, suspense, conflict and the all-important climax. More basically, though, the book is fun. Each of the plays will have a direct appeal to children in lower secondary classes and is short enough to be read through in a single lesson. Slapstick humour and broad verbal comedy ("What's wrong with you?" – "I've swallowed a thermometer and I'm dying by degrees") are common to most of them.

Several also have short introductions suggesting how they can best be used – as classroom reading, as scripts to tape-record or as full staged productions. There are questions after each play to aid understanding and appreciation, and line drawings on nearly every page to break up what could be forbidding slabs of text. Drama, the book insists, is for enjoyment.

Although it originated in Australia there are only very occasional difficulties with language and idiom and none at all with the subject-matter of the plays. Humour and horror are apparently universal. In the English-speaking world at least; and now that virtually the whole of Britain is covered by independent radio stations, even a script like Alan Rowe's "The Over-Commercialized Radio Programme" will not need much introduction.

**Hugh David**

# Horn a' plenty

A small group of four and five-year-olds avidly watch Maudie Wilkins' magic tricks in one of the small upstairs rooms in Great Newport Street. Below them, in a larger room, another group is busily creating and improvising a story on the theme of circus life. In the basement bar performers, stage hands and a director are beginning to assemble for the matinee performance of the current play *The Green Ginger Smuggler*. This is the typically hectic Sunday lunchtime scene at the Unicorn Theatre for Children in the heart of the West End.

The Unicorn has a surprisingly long history. Founded and run by Caryl Jenner for over 20 years from 1948, the company was essentially a group of actors who toured the country with plays for children. In 1967 it took up residence at the Arts Theatre and later the directors had the admirable foresight to purchase a 20-year lease on the complex, which takes up most of one side of Great Newport Street. Now the Unicorn has a permanent home, and the Arts Theatre has become a tenant.

Unicorn's season runs from September to April and includes at least five house productions. Weekly performances are intended for school groups, with weekend matinees open to the public. Between May and September the Unicorn reverts to a small touring company and visits London parks and playgrounds.

Over the past 10 years, under the direction of Matyelock Gibbs and currently Nicholas Barter, the Unicorn has developed as a tightly knit community of dramatic artists linked by an apparently infectious enthusiasm for children's theatre. An artistic policy and a pool of actors, directors, playwrights and technicians have grown up out of a network of professional and personal relationships within the theatrical community. During the close season many members return to the mainstream theatre, continuing the process of fostering and developing new links.

The Unicorn building seems appropriate to the organic nature of the company. The upper floors are a rabbit warren of rooms and studios used for workshop sessions, rehearsals and administration. The main auditorium, foyers and bar/restaurant below were recently fully refurbished to provide a suitable environment for professional productions.

The Unicorn Club has been set up to encourage weekday school visitors to become involved in the theatre through the regular weekend workshops. Club members receive "Unicornews" detailing forthcoming attractions and inviting bookings for workshop places. Schools come mainly from the Greater London area, though inevitably weekend participants tend to come from the more accessible inner London boroughs such as Camden and Islington.

Major productions are generally written for the Unicorn. A resident writer post, part-funded by the Arts Council, is held this year by Adrian Mitchell. Penny Casdagli, a former resident writer, has specialized in plays aimed at integrating deaf and hearing audiences. The work she has achieved in this area has led to the Unicorn becoming a focus for theatre work with the deaf. This is a tradition on which the Unicorn now hopes to build.

**Christopher Denvir**

*Unicorn Box Office telephone 01-836 3334. Details of the Unicorn Club: 01-379 3280.*

# Hand in glove

An ex-lecturer in Drama at Alsager Teacher Training College, Liz Gamlin visits schools, libraries and playgroups teaching the basics of puppetry as well as performing for children. Puppetry has long been regarded as a highly specialized, almost mystical skill, with the emphasis on string puppets exquisitely reproducing human movement in miniature, but Liz Gamlin is committed to introducing much more accessible forms involving children inventing and making their own puppets and performing their own plays with them. So although one part of her extended puppetry projects in schools is to give short puppet performances using an impressive variety of glove and rod puppets, her main aim is to work with classes of children taking a theme and a puppetry convention and working up to performance from scratch.

In a recent project at Beechwood Primary School in Crewe, the chosen theme was exploration and adventure, (the fourth year junior class had just read *Gulliver's Travels* and were also studying exploration and explorers) and the chosen puppetry style was shadow puppets – the creation of simple shapes from card, jointed for movement which can portray both characters and scenery by being held and moved against a backlit screen in a darkened room. The effect, as could be seen from Liz Gamlin's initial demonstration/performance is simple yet very dramatic. After a brief discussion about how the class could, in groups, create simple stories using the technique, the children quickly set to to start making sketches for their own shadow puppets and scenery, all doubts that shadow puppetry was making rabbits and birds with the hands firmly dispelled.

Naturally on school visits Liz is very much in demand as a performer, so as well as the extended work with one class she's usually asked to do her "glove show". At Beechwood she performed before a rapt audience of mixed infants including a magnificent item where a glove puppet actually "built itself" out of a naked hand.

After a short demonstration about how effective puppets can be made out of household junk, which was so useful to the teachers as it was to the children, it was back to the fourth years, who were now ready to rehearse with their own shadow puppets, some of which were very impressive. To Liz's relief, most of the chosen stories were about sea monsters and ship wrecks – far more suitable for shadow puppetry than the increasingly common astronauts and spaceships.

Perhaps the best way to describe the value of the work is to compare it to the visit of a good theatre in education team. As well as an element of professional performance there's one of participation and involvement, with the added benefit that puppetry offers a happy meeting of expressive and visual arts. It's already known that in the area of language development, particularly for children who are orally weak, puppetry can provide a uniquely effective way around introversion and inhibition. The work certainly inspired fourth year class teacher Mrs Wynne, who candidly confessed herself to be "less than strong" in the art and craft area. She says that she'll be able to try shadow puppetry projects with future classes.

Sadly, but perhaps predictably, Liz Gamlin's main problem is funding. Lacking any source of permanent sponsorship, she relies on individual fees from schools, the occasional input from North West Arts, or, like the Beechwood work, from schemes set up by local libraries. It's a great pity – if her funding was in proportion to her enthusiasm for puppetry in education, she'd be very wealthy indeed.

**Nick Baker**





# Orange blossom

The director of Richmond's Orange Tree Theatre rang up local schools. "What can we do for you?" he asked English teachers. Bring O level Shakespeare, plus discussion, here during the school day, they replied. Now in its third year, the Orange Tree's School Project currently offers workshops on both *Twelfth Night* and *Henry IV* Part I.

The workshop format tells the story and introduces major characters, but concentrates on selected scenes rather than presenting the entire play. Props, costumes and cast are minimal. Anthony Clark, co-organizer of this year's tour, explained why workshops are useful for students reading set plays.

"Theatre is about making choices," he says. "At school, you generally get only the teacher's view of a play." Even seeing it on stage, an audience receives only the director's interpretation. In these workshops, though, the audience is encouraged to suggest various alternatives. Then, using their own ideas, students re-direct scenes, telling professional actors to change mood or characterization.

Partly because they're presented in gyms and cafeterias, the workshops are performed in the round. Students are asked to solve problems like how to hide three characters behind a hedge when the stage has no walls. This may seem unrelated to understanding Shakespeare, but Anthony Clark and his colleague Susan Hogg think otherwise. Theatre and drama go side by side, they insist, so "stimulating the students' visual imagination helps solve problems with the text."

Especially in Shakespeare's comedies, comprehension often depends on period knowledge. Mystified by a witticism, students are tempted to dismiss it as boring, then lose interest in the whole play. "Instead of worrying about a particular joke it's more useful to see why a comic duo is followed by a major battle scene," say the two directors, pointing out that "appreciation of dramatic contrast carries over to Shakespeare's other plays."

Performing in a space normally used for eating lunch or playing games helps dispel prejudice about "going to the theatre". But distracting reminders make it essential to create instant atmosphere. Having learned that self-conscious schoolchildren are reluctant to participate once they've sat down, the directors begin to involve the audience in setting the scene as they file in.

Thus, *Twelfth Night* may begin with students miming a shipwreck. For *Henry IV*, the audience may be divided into warring factions. There's no set plan because there are so many variables: size of performing space, size of audience (which ranges from 40 to 250), level of discipline and "whether they're physically or intellectually oriented".

This year's six performers have been chosen as much for their theatrical imagination as for their acting talent. Because they've helped create the workshop's structure, they're likely to contribute more to discussions. Additional time has been set aside for audience questions this year, as a result of teachers' replies to a 1983 questionnaire about the project's usefulness. Informality and audience participation were favourably mentioned by many who responded, and several noted how themes from one play were linked to others.

Of the first 17 schools to sign up for 1984, 12 did so for a second or third year. For schools unable to provide the space, audience or £75 fee, the Orange Tree is presenting a few daytime workshops at the pub theatre in mid-March. The session lasts two hours.

**Marsha Hanlon**

*Orange Tree Theatre, 45 Kew Road, Richmond, Surrey TW9 2NQ. Telephone 01-940 0141/3633.*

# Script sessions

**Still Waters. By Julia Jones.**
Longman Imprint Books £1.50. 582 22072 6.
**Easy On the Relish. By Andrew Bethell.**
Cambridge University Press, Act Now series. £1.35. 521 27820 1.
**Faust and Furious. By Anne Lee.**
Cambridge University Press, Act Now series. £1.00. 521 28568 2.

Despite everyone paying lip service to the idea that the only thing to do with a play script is to rehearse and stage it, reading a play in class remains an incredibly popular activity. However, when it comes to finding plays for this purpose, there are two contradictory schools of thought. One has it that you must look for the best "real" plays and then help your students find ways into those texts; the alternative approach is to find plays described variously as "accessible" or "written especially for young people".

The two genres are neatly contrasted in recent additions to Longman's Imprint series and to the Act Now series from Cambridge University Press.

In the Longman volume, *Still Waters*, we have three scripts by Julia Jones, one of the best of a tragically rare breed, the woman television dramatist. All three are subtle, moving teleplays, written to be filmed on location; and the editor, Alison Lenke, deserves especial praise for adapting such fluid, evocative pieces into a form that reads happily off the page. The plays are "Back of Beyond", the story of a halting friendship between a schoolgirl and a middle-aged recluse, set in the Brecon Beacons; "Faith and Henry", a simple story of how a white boy and brown girl get to know each other walking home from school "the long way round"; and *Still Waters*, a painfully truthful story of a middle-aged quarrel during a picnic by a waterfall.

This is an anthology which will, in the very best sense, educate. Though its plays are not the most easily approached, they are infinitely rewarding.

Less rewarding but very much more approachable are the scripts published in the Act Now series, a series perhaps at its surest in one of last year's issues, *Faust and Furious*, a re-working of the Faust legend in which young John Faust, bored and frustrated with his production line job, sells his soul when he meets Miss M. in the, yes, Body and Soul Disco. As is apparent from the notes contributed by the author, it is a script written for specific circumstances but, nevertheless, it is one that works well and one that offers a large number of parts to young readers or performers.

*Easy on the Relish* makes the same offers but smacks a little too much of having been written to provide discussion points at the expense of its dramatic impact. That said, it is a powerful little piece about a struggle for workers' rights in an American-style hamburger bar. It is also highly realistic: that is, it contains some blasphemy and many obscenities. Additionally, it requires a fully operative burger-bar on stage which means that it would be incredibly expensive to perform. Actually, I do wonder whether it has ever been performed or even read in class. Some difficult production points would surely have been ironed out. For example, how is the young reader of a comic Latin speech meant to pronounce MCXVIII? That said, it should be an immediate classroom success – provided you can stomach the language and endless talk of Double-decker Cheesey Banjos and Thick 'n' Sticky Chocshakes.

**David Self**

**The Children's Theatre Association** is a newly formed organization which aims to further the interests of professional theatre for children in London. Stephen Midlane, Secretary, c/o Polka Children's Theatre, 240 The Broadway, Wimbledon, London SW19.

**The Association of Drama and Youth Theatre Organizations** – **NATD, NADA, NATFHE** drama section, **NADECT, NAYT** and **SCYPT** – have set up a liaison committee and are planning a course-conference combined with a national festival of youth theatres in 1985. Dick Wilcocks, 39 Welton Mount, Leeds LS6 4EF.

THEATRE/DRAMA

# Work stop

There is a certain irony in a group of today's unemployed young people occupying themselves unpaid by performing a play about the General Strike, a time when the working classes briefly demonstrated their strength by withdrawing their labour. The 20 strong cast of **Hot Time** consists of five professionals from the Common Stock Theatre Company and 15 young people recruited with the help of Capital Radio. No one who wanted to take part was turned away; commitment was the only requirement. The young people, all aged between 16 and 21, the actors and their director, Jennie Buckman, are to be congratulated on welding the two groups into a convincing theatre company.

*The cast in rehearsal.*

A morning spent in the Common Stock's freezing rehearsal hall in Hammersmith, a week before the opening, revealed something of how this had come about. The group has not been consistent since work began on the project in April because people have sometimes found jobs and dropped out. Some found cross-London travel too much of a burden. Even on this particular morning someone was late because she had to sign on in Bethnal Green before coming to rehearsal – a lack-of-occupational hazard. Discipline has been a major, necessary virtue.

Jennie Buckman, who works with the youth theatre section of the Common Stock Company, encouraged research into the period. Nineteen twenty-six is well within living memory, so there were first-hand accounts to be gleaned locally and a wealth of photographic material, some of it on show on the rehearsal room walls. The young people's pleasure in their contribution to the production is enhanced by practical benefits. "When you're unemployed you begin to lose confidence," says someone, "it's good to prove you can do something."

But this was never intended to be a show that was more fun to be in than to watch. Jennie Buckman was anxious throughout rehearsals to make everyone aspire to professional standards, to be aware of the motives of their characters, clear about technical details, never willing to accept second best. Her most stringent criticism was to warn that something looked or sounded "very amateur dramatic".

*Hot Time* grew out of workshops and improvisations, but that early work was transformed into a script by playwright Bryony Lavery who had followed developments from the beginning. She kept characters and incidents invented by the cast but wove them into a whole, part fact, part fantasy. Jennie Buckman's direction serves the material well. There are set pieces which benefit from a larger cast than most professional companies could afford, like the Keystone Kops chase and the pirate bus, an enjoyably rhythmic portrayal of a madly overcrowded strike-breaking bus made up entirely of people. Not a prop in sight. On the other hand, no one is asked to perform beyond his or her capacity in scenes which depend on individual characterization. We are presented with the miners' case, but also shown the indifference of some working class people; we are shown the bitterness that might divide a family, that some even made capital out of the Strike while for others, the well-heeled, it was rather fun.

*Hot Time* is a fast-moving show, swinging along to the songs and dances of the time (Zane Trow directs the music), with a good period flavour, plenty of information without preaching and lots of fun.

**Heather Neill**

Hot Time *is at St Paul's Church, Hammersmith until March 10 and at the Albany Empire on March 12 and 13. (741 3086)*

# Wise Worthingtons

Although I taught drama in secondary schools for some time, I never turned out a real-life professional actor. It was the sort of thing I found myself confessing to the parents of stage-struck pupils on open evenings and to people whose first question at a party is always: "What do you actually *do*?"

Quite often, usually after the school play, I would be approached by the endlessly patient and aptly named Miss Counsell, the careers teacher. "I've got another one for you", she would tell me in the staffroom. "James Smallwort, 4A. Wants to become an actor or a systems analyst." We had a pact, she and I. She would let me use the space outside her room to rehearse noisy video epics while she was showing fifth formers films about the importance of a firm handshake in the banking world. In return, I dealt with aspiring thespians.

I am ready when James approaches me. I would always ask pupils with acting ambitions what their second choice of career would be. If they said hairdressing or the SAS, I would explain that of the (not many) successful actors I knew, all of them had nursed but *one* burning ambition. I tried this with James, who I'd never taught and didn't know well. I remembered him as one of the growing group of computer addicts who crowded round a battered terminal in the corridor at lunchtimes, either glued to the screen or swapping strange looking magazines. "What about the career in computers?" I ask, half reproachfully. "Oh, I just said that to Miss Counsell to give us something to talk about at my careers interview." I begin to take James a tiny bit more seriously as a potential actor.

So then we get started on the serious business of discussing the merits of joining the local amateur dramatics company, which was the best drama school, how hard it was to get a repertory theatre job as stage manager nowadays (the traditional "way in" in all the best theatrical biographies) and no it didn't matter if he wasn't very tall. I send James away with an indispensable and very readable book, Clive Swift's *The Job of Acting* (Harrap, £3.50) and tell him I expect to see him at the auditions for the next school play.

Comparing notes with Miss Counsell, I was relieved to find that she treated 14-year-old aspiring brain surgeons and astronauts as I treated the actors. At a first, informal careers interview, all you can do is set out the facts as you know them about how to get the job. Teacher colleagues on finding out that their charges wanted to be actors would often react with hilarity or derision. The best way of countering this was to embarrass them by finding out what they wanted to be when they were 14.

I don't think I failed James Smallwort with my advice or the lack of it. I certainly never went on too long about the risk of unemployment; by that age pupils were all too familiar with that anyway. It was nice to know that lots of them did go on to do youth theatre and amateur dramatics. If I could give them a taste for the theatre I counted it a major victory. I was particularly pleased when Alan, an ex pupil who worked in a West End bank that handled the account of a leading ticket agency, would ring me up and proudly offer free tickets that had come his way.

Parents would differ in their reaction to being told their offspring wanted to go on the stage. Some parents, particularly of girls, would take the "She'll grow out of it" attitude. A few would actually want *me* to talk them out of it. Most would sensibly "just wait and see" and many were relieved that some drama schools and all university drama departments had rigorous entry qualifications, so useful short-term goals could be set.

No, my failure to produce an actor never bothered me. It would have been quite nice, I suppose, to stand in the corner of some smoke-filled West End dressing room after a successful first night, telling myself that I was somehow responsible. I take comfort in knowing that some of the best performances I can ever hope to see have taken place on cold Thursday mornings in the darkened studio-cum-canteen. I sneer at adland kids with those awful cheesey grins, secure in the knowledge that some of my pupils could have acted them off the screen. When I see strong young talent on stage my competitive hackles rise on behalf of the thousands of James Smallworts, the length of breadth of the country. Many of them could have done just as well, given the breaks. However, when they, at the age of 16 or 17, set their sights on something more mundane, I was never disappointed.

I do have one sad story, though. Thirteen-year-old Tanya queued for six hours outside the auditions for *Bugsy Malone* at Olympia last year. In the end, with only yards to go, she fainted and her mum had to take her home. I found out recently that Tanya doesn't want to be an actress any more. Now she wants to be an air hostess.

**Nick Baker**



# Riot act

**Hallelujah Basingstoke!**
Central Studio, Queen Mary's College, Basingstoke.

The doughty *Hants and Berks Gazette* had a scoop on its hands in March 1881 when it ran a front page story headlined "Riots in Basingstoke". Worldly ruffians, it said, had taken to the streets, disturbing the "hallowed scenes" which usually marked Sundays in the town. A battery of the Royal Horse Artillery had been called out, more than one hundred special constables had been sworn in to keep order, the Mayor had even read the Riot Act from the steps of the Town Hall – and all because the Salvation Army were marching down Church Street.

Largely forgotten today, the dramatic scenes which rocked the small Hampshire town a century ago formed the basis of Nigel Bellairs' play-with-music *Hallelujah Basingstoke!* But although the production by students from Queen Mary's College, Basingstoke and five professional actors from the Proteus Theatre Company was lively enough, I felt its sheer chirpiness and rum-ti-tum choruses rather short-changed the story. A succession of short scenes showed the East End "Hallelujah Lassies", fearsome virago with almost too much blood and fire, descending on Basingstoke and the alarmed reaction of the town's brewery-owning bourgeoisie, but there was not much hard information to explain why the men of the town, plied with drink by the brewers, should metamorphose almost to a man into a stone- and brick-throwing mob of so-called Massaganians. That would have been far more interesting than the scenes of domestic discord Mr Bellairs imagined taking place.

Technically, however, the production was a resounding success and fitted well in the superbly equipped Central Studio. Director Gareth Thomas's bold experiment of integrating experienced professional actors with a cast of more than 50 sixth-formers, most of whom had never been on stage before, paid handsome dividends. The production was marked by very assured, confident playing and, if the words of some of the songs were occasionally lost under the accompaniment, at least the dialogue was clearly and effectively delivered.

**Hugh David**

# Know your company

**British Alternative Theatre Directory. Edited by Catherine Itzin.**
John Offord £6.00. 0 903931 55 9.
**Theatre in Education and the Community.**
Eastern Arts Association.

The *BATD* is astonishing – 250 pages of small type outlining alternative theatre companies, young people's theatre, their venues and organizations. Despite cuts and economic stringency, fringe theatre still proliferates. No less than 191 small-scale touring companies are listed, with such appetizing names as Bloomers, Bloolips, Female Trouble, Foot and Mouth and Pretty Disgusting Things. The main additions to the early days of the fringe are women's companies; one of them apparently "came about through a series of mistakes". More familiar names are to be found among the middle scale companies.

*TEC* is a scheme to bring professional actors, directors, writers and dancers living in the Eastern Arts region into contact with educational and amateur organizations which may be interested in learning from their experience.

**Robin Rook**





RESOURCES

# Snap!

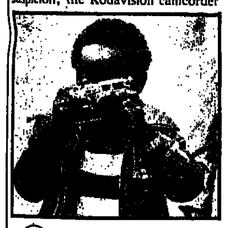
**Barry Fox visits an exhibition of "Photography at Work" and discovers that, among professionals, film is still "king"**

Professional video may be challenging film in the broadcast and industrial fields, but professional photographers still think of film as the only origination medium. At the National Professional Photographic exhibition, "Photography at Work 84", held recently at Harrogate, several firms were showing video equipment but all the emphasis was still on film.

Particularly significant was the Kodak stand with not a trace of anything even remotely relating to video – significant because of the recent clumsy unveiling by Kodak of its move into the home video market. At press conferences held in London and 12 cities around the world, Kodak proudly announced that it would be selling a video camcorder (combined video camera and recorder) later this year.

The Kodavision camcorder will use a completely new video format, based on a cassette of 8mm magnetic tape. This format was agreed by the electronics and photo industry a year ago, as the basis for future video developments. But since then the VHS manufacturers have developed a camcorder that can do everything 8mm can do (and probably more). So most firms have lost interest in launching 8mm video. They see it as undermining their existing and future VHS sales.

Judging by the Harrogate show and Kodak's London press conference, the company is still very much a "wet-film" company. There is still no working prototype of its 8mm video camcorder. Tapes shown at the press conference came from a professional U-matic recorder and the 8mm camcorder was a wooden mock-up. Kodak showed only film at Harrogate and only wanted to talk about film. Certainly schools should not delay on the purchase of video equipment simply because they have read garbled reports of Kodak's promised entry into the field. In the USA, where Kodak's video announcement was met with equal suspicion, the Kodavision camcorder



is being described disparagingly as "Kodak's Polavision".

Most people will have forgotten Polavision, but by an interesting coincidence it reappeared at Harrogate like Banquo's ghost from *Macbeth*. In the early seventies Polaroid caused much excitement by promising a movie version of its then relatively new instant picture snapshot film.

Instant movie Polavision was not ready until 1977, by which time video had made it redundant. But Polaroid launched it all the same and suffered public embarrassment when the system inevitably failed dismally. Now Polaroid has used the Polavision technology for a new product, instant picture 35mm slide film. It is the first time that Polaroid has sold film which can be used in any camera, not just a Polaroid camera.

Polachrome colour slide film and Polapan black-and-white film is exposed in an ordinary camera, just like ordinary film. But it is processed in a small box with a handle on the side which winds the film through a sachet of chemicals. After a couple of minutes the film is ready for slide mounting and projection. Obviously the system is ideal for anyone, for instance a school teacher or lecturer, who needs to produce photographic slides for instant projection, but it is expensive and not without problems. The processing box costs £100 and a 36-shot roll of film costs £12. Film speed is low: the colour film has a rating of just 40ASA and the black and white is only rated at 125ASA. So poor light shots need flash or very long exposure. Also, because the process works by additive colour rather than conventional subtractive colour, the finished slide is optically rather dense. So it needs a powerful projector, a darkroom and a highly reflective screen to produce bright pictures.

For the technically minded the new slide film (like Polavision) uses a transparent film base covered with a very fine grid of red, green and blue lines, as well as photographic emulsion. Development removes silver from exposed areas in front of the lines, to let through red, green or blue light depending on the picture content. White light on the screen is created by an additive mix of red, green and blue. In conventional film, dyed layers subtract colours and white is produced by clear patches. A clear patch obviously transmits much more light than the grid of colour filters used by Polaroid film.

Kodak is already selling a very fast film, for making colour prints. Kodacolor VR 1000 has a speed rating of 1000 ASA and can be used quite literally by candlelight. At Harrogate 3M was showing a colour slide film of similar speed rating. CR1000 will also do the candle trick. Both these films require conventional laboratory processing of course. Both can also be used to take colour photos through a telephoto lens. As any photographer knows, telephoto shots will be spoiled by shake unless the camera is mounted on a tripod, or the shutter speed is very fast. The only way to achieve high shutter speed, even in good light, is to use very fast or sensitive film. Fast films always suffer from grain which makes the picture look less crisp, but the 3M film also suffers from price – a 36-shot roll costs £5.50.

Nature photographers will be interested in the Mazof remote control flash and camera trigger. The basic unit (costing £87 from Z Markotic, PO Box 256, London N19) will trigger a flash gun by light, vibration or sound. It is an electronic switch with a sensor which registers even the most minute change in a beam of light. The sensor also works with infra-red radiation which is invisible to the human eye. An ordinary torch can be used to create the light beam and the remote control unit of a video or TV can be used to produce infra-red. When anything, even a human hair, breaks the beam for an instant, the sensor triggers the flash. This is obviously ideal for insect and wildlife photography. The vibration sensor is the needle which registers any movement and instantly triggers the flash. The sound sensor works as microphone detecting pressure waves in the air. It can even work with a CB radio by sensing the call tone bleep when the speak button on a remote CB transmitter is pressed.

The basic Mazof unit can only trigger an electronic flash unit. So the camera shutter must be left open in the dark. But a second unit, costing an extra £97, can also be used to trigger the camera shutter and (if the camera has motor drive) wind on the film afterwards. Photographs taken with the system show how it can freeze rapid action, like the shattering of a light bulb (see picture) or egg.

Although film is obviously still king in the world of professional photography, one firm at Harrogate was showing a video system that can analyse rapid motion sequences. So far this trick has been done with film which is run rapidly through a camera and then replayed slowly. It is possible to run video in slow motion, even on a domestic recorder, but each frame is irreparably blurred if there is rapid action. This is because video recordings are made at a standard rate of 25 frames a second, which is equivalent to a very slow shutter speed. A new breed of high speed video recorders, made abroad but sold in Britain by IIMIC of Thame, avoids blur. It does this by recording video pictures through a video camera fitted with a mechanical shutter which artificially reduces exposure time to as little as 1/10,000 second. But neatly typifying the slow acceptance of video by photographic firms, there was no one available at Harrogate who understood enough about the technology to explain it further.

notes

**CHILDREN'S CINEMA CLUB**
Catching on to the revival of interest in children's cinema clubs, the Barbican is to launch its own club on March 3.

The club, which will run every Saturday in Cinema 1, is aimed at 6 to 12-year-olds. The programme each week will include a cartoon and a feature film, with regular live events and competitions. Membership for the year is £1.00.

Details of membership and the March and April programmes from the Barbican Centre (tel: 01-628 8795).

**WINDSOR SAFARI PARK**
Windsor Safari Park and Seaworld are offering a wide variety of educational facilities for schools. In addition to the nature reserves themselves, children can visit the natural history museum and attend talks on, for example, Whales and Dolphins, the Big Cats and Wildlife in Danger. Teacher packs contain a guide book, map of the park, tour script, worksheets and a synopsis of lectures.

Concessionary rates are available for school parties. Details from the Education Department, Windsor Safari Park and Seaworld, Windsor, Berks SL4 4AY (tel: 07535-69841).

# Software

This month's Resources/Software reviews are in the Computer Extra. See page 34.

# Confucian order

**China**
By John Robottom
Two filmstrips with notes for each strip £11.00 from Common Ground, Longman's. 7056 2264 9 double frame.

It was the Chinese and not Tolkien's hobbits who first called their country "Middle Earth", the area between heaven and hell in which human beings dwell. To look at the history of China is almost, then, to examine a whole world, a world of fascinating difference from Western Europe. These two filmstrips, "How They Lived in Imperial China" and "Society in Change Since 1900", offer an excellent introduction to the geographical or historical study of this region for the middle-school child.

Imperial China lasted for almost two thousand years. To condense it into 33 slides is, as John Robottom himself writes, a difficult task. However, by selecting telling images under the three headings of "The Empire Grows", "Everyday Life" and "Crafts and Inventions" and by accompanying them with highly informative notes, Mr Robottom does surprisingly well at summoning up the spirit of a bygone civilization. He wisely does not go too far into the dynastic ups and downs which characterized much of China's past but spends more space on the sort of society which wars of expansion and refinements of administration were directed towards preserving: the Confucian orderly universe.

Within that universe there was beauty and also horror; we see the exquisite works of craftsmen and artists and the "lotus feet" which generations of little girls suffered. Perhaps more could have been made of this. The deformities did not only make normal walking, let alone dancing or running, impossible, they were also constantly suppurating and had to be bound in their embroidered wrappings to prevent the smell offending those gentlemanly lovers who serenaded them in poems. It is salutary to remember that empires are generally founded on misery and oppression – in this case of women as well as "tribesmen".

The second filmstrip "Society in Change Since 1900" does make this very clear, and for this reason it would be good to use them together. The notes for the second filmstrip use a better format: on one side are notes for pupils up to CSE level, on the other simpler questions for younger children. All the pictures are chosen with greater care, whether of the Kuomintang marching or of a housewives' meals canteen for the neighbourhood in Peking, and their arrangement and accompanying explanations bespeak a deep understanding and love for China.

In contrast to Western Europe, which has had a history of almost constant social change, the last eighty years in China have seen more upheavals than the millennia before. To make this easily assimilable is a formidable job, but pictures of peasants then and now, of city life and of women in different stages of emancipation are strong in impact. Additional geographical information sets the Long March of history in context.

**Victoria Neumark**

# Down to earth

**Learning Through Science: Electricity; Earth**
by Dough Kincaid and Roy Richards
Price: £11.95 each
Schools Council/Macdonald Educational.

These two packs are the latest additions to the Schools Council's Learning Through Science project, the earlier issues of which were enthusiastically reviewed in this journal last year. Let it be said at the outset that the standards set by the project so far are in general maintained, though with some slight reservations.

Each pack consists of two sets of strongly made workcards and a teacher's guide. The cards are carefully designed to stimulate the kinds of thinking and acting characterized by the objectives of "Science 5–13", and teachers are strongly recommended to adapt the cards to the way of working best suited to their particular classroom organization. For this reason the workcards are not numbered, though there are exceptions, for example in the *Electricity* pack where the authors have found it necessary to sequence some cards in the interests of efficient learning.

After a careful study of these two packs it becomes apparent that some topics lend themselves more happily to this approach than others. I found myself feeling uncomfortable throughout the *Earth* pack. For one thing the content is a bit unwieldy and it proved difficult to convey a sense of immediacy to the various sub-topics. The identification of rock samples does not come easily off the page and many of the suggested materials are not so readily obtainable by the non-specialist teacher despite the admirable lists of useful sources that are provided. It did not seem to me that all the activities suggested were obviously worthwhile, and the Teacher's Guide was a bit thin for those teachers with no background at all in this area.

*Electricity*, on the other hand, is well suited to this workcard approach and I was very impressed with the pack. Basic circuits are cleverly presented, with maximum opportunity for children to carry out purposeful and enjoyable tasks. Electromagnetism is a more difficult topic, but plenty of props are provided both on the workcards themselves and in the Teacher's Guide. There are eight cards devoted to "electrical projects" such as the construction of burglar alarms and switches of various kinds, and these will surely be very popular with children.

In both packs the quality of illustration and printing is excellent, but I was disappointed to notice one or two typographical errors, and one quite confusing cross-displacement of text which occurs on the two cards "Church and Churchyard" and "Our School" in the *Earth* pack. I hope it is possible to put this right.

**Philip Hytch**

# Next week

John Tranter looks at biology equipment for investigating the activity of the human heart

# Village voices

Village School
BBC Midlands
March 5, 12, 19.
BBC South West
March 23, 30, April 6.

This series of three, half-hour, documentary programmes charts the day-to-day life of a small village school in the Cotswold village of Ebrington, in Gloucestershire. The school (of 34 children) has survived by being linked, under the same headmaster, "in federation" with the larger primary school in nearby Chipping Camden.

Though the idea of the federation and how it works in practice is an important element in the three programmes, their main strength lies in giving the general public an absorbing insight into the many interweaving strands of work, recreation, pastoral and medical care which make up the daily and weekly round of a primary school.

The producer and his film crew of three became such regular visitors to the school in the course of the year that children and staff rapidly lost all selfconsciousness with the filming process, helped by keeping equipment to a minimum; a microphone and one 16mm camera operated, except for one occasion (a PTA meeting), in natural light.

The result is a delightfully natural, "fly-on-the-wall" view of young children at school. Regular events such as hair inspections, medical tests and the annual visit of the photographer are threaded into the film along with the daily work of education, backed by a soundtrack which very smoothly mixes actual dialogue, a recorded commentary and the voices of the teachers talking about their ideas and teaching methods.

The programmes strike a good balance between filming work in the classroom and beyone it, the latter making particularly interesting viewing because of the "learning is doing" philosophy of the headmaster, Ian Jones, and his staff. A working visit to a Rural Study Centre in the Forest of Dean (programme one), a fortnight's residential study visit to a village in Macedonia for the top juniors (programme two) and a Christmas project on "Postage Stamps" (programme three) show vividly how this kind of project work can act as a powerful catalyst to learning. The television camera captures more eloquently than words the sheer adventure of education expressed in the: sometimes wondering, sometimes excited, sometimes deeply concentrating faces of the children engaged in these projects.

Though the programmes show little that's not familiar to primary school teachers they should be heartened by the sensitive presentation of their job, and the favourable impression which is left of this particular school is, explains the producer, "purely the way it turned out . . . We chose to film this school mainly because the idea of the federation offered an interesting new angle to explore but as we progressed more deeply into the life of the school we became very aware of the quality of the work being done there".

**Ann FitzGerald**


# Sing and play

## Andrew Peggie reviews some of the current music series on BBC Radio

SCHOOLS RADIO
Singing Together
Wednesdays 11.05–11.25
Music Makers
Mondays 11.00–11.20
Listening to Music 2
Mondays 2.40–3.00
Radio 4 VHF.

The current programmes in these well-established series are new. *Singing Together* (aimed at 9 to 12-year-olds) immediately slips into a well-oiled, efficient routine which can leave even the unfamiliar adult behind if concentration lapses for a second. One problem (also apparent in *Music Makers*) is the difficulty in coordinating attention to the programme with attention to the text. Page numbers in the pupils' books, for instance, are in small print and often difficult to spot when moving from one song to another, rarely in consecutive order. No doubt the answer is for the teacher to use recordings in class and stop the machine at appropriate points.

Perhaps more serious is the somewhat congested layout of the material in *Singing Together* and *Music Makers* – layout which is obviously designed to make the booklets visually attractive while maintaining clarity. Both are printed in two colours and both include illustrations – comic-strip cartoons for *Music Makers* and water colours for *Singing Together*. Inevitably, the illustrations are more attractive than the music and text, which could be a disadvantage when listening to the broadcasts whose rehearsal formats require rapid identification of sections of music.

The music itself is on single staves with words printed below and guitar chords above. *Singing Together* also incorporates tonic sol-fa notation, while *Music Makers* includes a single-line percussion score. Unfortunately the colour combination used for *Singing Together* (dull green and bright blue) wrongly highlights titles and non-singing lines (in blue) at the expense of the melodies.

The teachers' book for *Singing Together* contains all songs introduced in the whole year (30 in all) with piano accompaniments, plus a number of single-stave rounds. The repertoire is mostly well-known ("Skye Boat Song", "Casey Jones", "Bold Gendarmes", "Yellow Bird") but carefully chosen in terms of geographical origin, expressive content and pitch range. Arrangements are stylish without being fussy: many incorporate a melody instrument part which is used in the broadcasts to feature a selection of different instruments – violin, trumpet, oboe, trombone, flute, French horn, recorders and cello.

The broadcasts utilize a good school choir and adult soloist to lead the singing. The brisk, business-like pace adopted by the presentation occasionally leads to pedestrian rhythm in slow numbers. Piano accompanment is exuberant though not always supportive, lacking as it does a strong bass line.

The *Music Makers* uses original material on a project basis. Last term this was *Swashbuckling for Beginners*, a pirate story combining *Treasure Island* and *Robinson Crusoe* – or possibly *The Navy Lark* and *Beyond our Ken*, such is its humorous ancestry. Perhaps a lot of the fast-moving verbal punning would be lost on the 10 to 12-year-olds the series is intended for, though the music and characterization should more than make up.

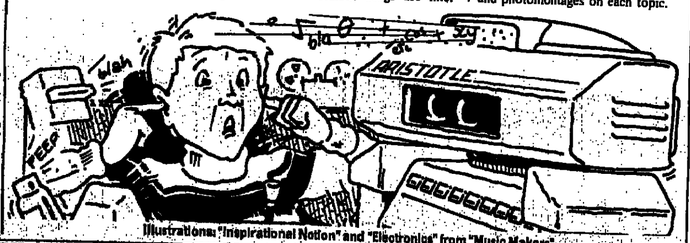
Most broadcasts are straightforward rehearsals of selected passages. Children are required to sing and play various percussion parts which would require the teacher to do some pre-broadcast organizing. Curiously, the teachers' piano score includes neither percussion parts nor guitar chords. In the final version, songs are interspersed between passages of dialogue (nowhere printed in any of the published support material, thus making a "self-help" performance well-nigh impossible) and the accompaniment is gingered up with added synthesizers.

There is some attempt at introducing related sea-inspired music, though it sits rather uneasily beside the controlled anarchy of the main story. This term, Hutchings and Ward have turned their attention to the world of the microchip, in a piece entitled *Crossed Circuits*.

*Music Projects 2* is aimed at the slightly older range of 13 to 16-year-olds. More obviously instructional, the programmes are designed around a documentary format and are intended as support sources – initiating, background or follow-up – for more extensive class or individual project work. The eight projects this term are spread over 10 broadcasts and cover a wide range of topics: Jamaican Music, Musical Arranging, Folk Music, Composing to a System, The String Quartet, Henry Purcell, John Philip Sousa and a discussion about pitch and tuning.

*Jamaican Music* is well researched by Michael Burnett and lucidly presented, though more extensive use of the musician contributors might have led us more deeply into the music. The first of three programmes on folk music was a successful evocation of the atmosphere of the Sidmouth Folk Festival, with the "vox pop" interviewing technique used to good effect. Listening to both programmes consecutively, however, one was struck by the curious detached quality of the English folk revival compared to the vital social significance of reggae.

The teachers' notes consist of a few points of departure for discussion and lists of books and records. The pupils' notes are contained on a fold-out A1-size poster containing some text and photomontages on each topic.




Illustrations: "Inspirational Notion" and "Electronics" from "Music Makers"

# Stirring stuff

CHILDREN'S TELEVISION
Moonfleet
BBC1, Wednesday 5.10pm.

Let's hear it for the BBC! The TV columns of almost every newspaper have been full of lamentations recently; the *Thorn Birds* have landed with a vengeance and there is no health in the Corporation, if the pundits are to be believed. Happily they are not. Though hardly any other paper will even notice (because "it's only for kids"), the BBC has come up with another winner. It's called *Moonfleet* and it goes out at 5.10pm on Wednesdays.

Written in 1898, J Meade Falkner's tale of West Country smuggling and adventure has often been rather sniffily dismissed as sub-Stevenson, a sort of land-locked *Treasure Island*. True, there is no parrot and the traditional Jim-laddery is strictly rationed, but the book's generous quota of fights, storms and skulduggery makes for wonderful television. (This is in fact the second version the BBC have done – the long-forgotten first was made, in the words of one producer, "in the old black-and-white days".)

Entirely filmed on location in Dorset, the six-part serial is stunning to watch. A succession of beautiful land- and seascapes form the background to the outdoor scenes, while every foreground detail is meticulously correct. Director Colin Cant has recreated the 1750s as completely as he did the 1940s for *The Machine Gunners* a couple of years ago. And quite right too. Far from skimping (because "it's only for kids") BBC children's drama has always been every bit as good as the best of its adult output, with producers altruistically aware that drama is a part of education and pragmatically sensitive to the idea that today's children are tomorrow's – and licence-payers – of tomorrow.

Nineteen-year-old Adam Godley has landed the leading role of John Trenchard, and plays him with just the right degree of restraint. He's hardly a prig, but neither John nor his sermon-reading aunt, Miss Arnold (Hilary Mason), would really have approved of Stevenson's Jim Hawkins: far too rough a lad by half, they'd have said. Nevertheless, our John is certainly no wet. It's his midnight exploration of the Mohune vault in Moonfleet church which starts off the story.

"There are many judges in this world, but precious little justice," he confides to Grace Muskew in the first episode. That's about as sanctimonious as he gets, for by the end of the second he has discovered just how little justice there is. Caught up with Elzevir Block and his cronies from the "Why Not?" taverns who have been using the Mohune vault for purposes of their own, he is on the run, a wanted man at 15.

Stirring stuff . . . the Redcoat ambush on the beach and the final, climactic storm scene will linger long in the memory – and perhaps prompt a new generation of readers to pick up one of the language's classic yarns. Clearly BBC Publications hope so. In partnership with Knight Books, they have republished *Moonfleet* (£1.50 paperback, £5.50 hardback library edition). New viewers start here.

**Hugh David**

# briefings
## radio & tv
### For schools

**THE ENGLISH PROGRAMME**
**(Mon 10.31, Wed 10.21, ITV)**
This term's language unit examines language and gender in 'Words Fall Us'. 14 to 16-year-olds look at work by authors with anti-sexist ideas.

**STARTING SCIENCE**
**(Mon 11.22, Thurs 9.42, ITV)**
What does "survival" mean to people living in an urban environment?

The over-sevens compare basic primitive needs for survival with the experience required to combat modern threats.

**GENERAL STUDIES**
**(Mon 11.42, Wed 11.39, BBC2)**
A new programme in the unit "Genetics and Society". 'The Bugs Business' examines whether biotechnology is still a growth area.

**LIFETIME**
**(Monday–Wednesday 00.30, VHF4)**
NB A unit specially related to the Schools Council Health Education Project, this documentary-style programme for 13 to 17-year-olds presents interviews with people on getting married young, one-parent families and old age.

**UNTER UNS**
**(Tuesday 9.09, BBC2)**
Three resource programmes for secondary schools with short sequences of film showing Germans using their language in everyday situations.

**1, 2, 3 ..GO!**
**(Tues 9.30, Thurs 9.59, ITV)**
Infants in their first year at school progress to study the numbers seven and eight. They learn a song about spiders and count all their legs.

**INTRODUCING GEOGRAPHY**
**(Wednesday 14.15, VHF4)**
Why does the rest of Europe get our weather? What local conditions influence the weather there? 10 to 12-year-olds find out the answers to these questions and see how weather forecasting is carried out worldwide.

**SOCIAL STUDIES: TEENAGE PLAYS**
**(Wed 00.50, Thurs, Fri 00.30, VHF4)**
NB A series to stimulate thought and discussion among teenagers. The recordings, made before a school audience, are followed by question and answer sessions with the actors.

**ENGLISH FILE**
**(Friday 14.30, BBC2)**
Author Farrukh Dhondy takes a group of London children to Cookham village to encourage their interest in writing. Workshop sessions demonstrate how fragmentary ideas can be turned into stories.

### Continuing education

**THE ALVEY REPORT**
**(Saturday 09.45, BBC2)**
A 50-minute edited version of three OU microtechnology programmes from last year is offered as a maths special.

**NURSING EXTRA**
**(Monday 23.00, VHF4)**
A series to help nursing staff keep up to date and concentrate on certain areas not covered deeply in their initial training.

**LANGUAGE FOR LIFE**
**(Wednesday 12.55, BBC2)**
Aimed at teachers and parents in ethnic-minority communities, this programme is shown in Bengali, Punjabi and Italian with English subtitles.



# EXTRA
# COMPUTERS IN EDUCATION



# IT into ITT must go

**by Jerry Wellington**

In education, acronyms abound. In educational computing they are positively infectious. Having used two in the title I will attempt to define them and thereafter avoid them. Information Technology – IT – can be glibly called the convergence of computers and communications. The meeting and consequent growth of these twin technologies will drag us into the so-called "information era", the "post-industrial age". Information will be the key resource of the future. Information Technology, the key industry, will involve the storage, processing and transmission of information.

How will this affect the next acronym, ITT, Initial Teacher Training? This "new technology" will impinge upon each student in three ways: first, upon the teaching of his or her own subject as it exists already; second, upon the content and process of the subject itself (information technology will permeate and affect each part of the curriculum, rather than forming a separate curriculum subject in its own right); and finally, more widely, upon the school curriculum and even the business of education itself – what skills will be most relevant, what knowledge will be of most worth?

These three effects must influence any future initial training, ie the effects of new technology on existing subjects, on the teaching and learning process, and on the curriculum and compulsory education as a whole. The Microelectronics Education Programme has been successfully running *in-service* courses for teachers in their tens of thousands. But no similar models or examples of good practice, yet exist for initial training. The Department of Industry recently donated £10,000-worth of computer hardware to some training institutions who offered, or claimed to offer, a "20 hour awareness course" to all their students.

Nobody in teacher-training seems quite sure about how these 20 hours should be occupied. But, more importantly, the concept of a separate "20-hour unit" within an initial training course is clearly a mistaken one. Partly because the impact of new technology should be considered throughout the professionalism of a training course: subject studies, method work, skill school experience; and partly because an awareness of new technology – and its effects on curriculum – is what we mean by now the term "teacher".

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I would like to offer some down-to-earth suggestions for a minimal course which every initial training student should experience. This "core content" would *cut across* the traditional (though now increasingly fluid) divisions of method, professional studies and school experience, which dominate teacher training. It would seek:

- to introduce every student to the hardware they are likely to meet
- to give all students the ability, and confidence to use this hardware
- to provide students with enough basic knowledge to (a) *discuss* the uses and effects of information technology with both teachers and pupils (b) keep abreast of the continuil changes
- to show students the *uses* of microcomputers in the teaching, and learning, of their own subject or area
- to educate students in the selection and evaluation of suitable software to form an integral part of their own teaching schemes and lesson plans
- to make students aware of the likely effects of information technology on the school curriculum in general; and on their own subject or teaching area

These objectives could be achieved in a variety of ways: one or two large lecture-demonstrations, a number of hours of initial hands-on experience, classroom trial and evaluation; some small group discussions and seminars, and an element of guided reading. In real terms this could be broken down into the following concrete content, though not necesarily in this order:

**Initial information** (largely via lecture and seminar)

- What is information technology? What are microcomputers? What are microcomputers good at? Who does, and who can, use them? What does a student need to know to get started?
- An introduction to computer-jargon: "hardware", "software", "database", "peripheral", "videotex" etc
- Types and sources of software and hardware.

**Familiarity with hardware** (hands-on experience)

Plugging a micro in and connecting it up; loading and running a program using cassettes and disc; connecting other peripherals, for example, printer, concept keyboard; saving data on tape and disc. Demonstration of Pretape and disc.

**Judging software** (hands-on experience)

Seeing and trying software from outside the student's own teaching area; running software in the student's own subject. Exposure to different types of program: skill-and-drill, simulation, database, word processing etc. Evaluating software: criteria for evaluation. Who should produce software? Who should learn to program? **Computers in the classroom** (school experience, observation and seminars).

Selection of suitable software: how, what, with whom and why? Case studies of computer use by practising teachers. Trial and evaluation of programs by students themselves. Possibilities for classrooms in the future: videotex, interactive videodisc, fully resource-based learning . . . Blending software into the curriculum: or vice versa?

**The learner and the computer** (school experience, seminar and guided reading)

How do children react to computers? does new technology enhance/retard/alter the learning process? How do current learning theories (eg Ausubel Gagne, Piaget), relate to the use of microcomputers? What evidence exists on the effects of new technology on the learning process?

**Information technology and the curriculum** (lecture-demonstration and small-group discussion)

What skills will be important in the future? How are, and will, these be reflected in the curriculum? How can students promote these skills in their own teaching, and in their own subject? How might the curriculum, compulsory schooling, and education itself, be affected by new information technology?

One debatable point: should students be taught to program? An *optional* course in programming could be made available to the minority of training students who wish to write their own programs. But the common core outlined above need not involve programming.

As they stand, the aims and content suggested provide the basic, minimum awareness that *all* students should possess on leaving an initial training course in the future. The three facets of educational computing: children, computers and the curriculum, would all receive equal emphasis. The three areas of school experience, method work and professional studies would all be equally involved. IT would then fit comfortably into ITT.

*Jerry Wellington lectures at Sheffield University's School of Education*

EXTRA

# Language extensions

## Chris Schenk on micros and language development in the primary school

It is always difficult, and usually counter-productive, to separate one curriculum area from another in the primary school. With language work, no attempt should even be made to do this, for it is not a curriculum area but a medium of expression which pervades all aspects of primary school life both in the classroom and the playground. The discussion here, therefore, is not confined to a consideration of "language" programs but concentrates on the implications for language development of the use of micros in the primary school across the curriculum.

A child needs to use a restricted and formal code in order to communicate with a computer. Most programs for primary schools are written in such a way that the language appearing on the screen is friendly and a close approximation to a natural language. However, it is important to make the child aware that present-day computers are not skilled communicators and that they can only cope with a small sub-set of a human language.

A program that starts with the question, "Do you want to see the instructions?" is unlikely to respond to the answer, "Well, that wouldn't be a bad idea" – still less to a nod or a shrug of the shoulders. A realization of the restrictive nature of communication with machines can lead a child on to an appreciation of the complexity of human communication, with its nuances, gestures and innuendos.

One of the most striking aspects of the use of the computer in the primary classroom is the amount of talk that is generated. This is common to a whole range of programs, although the quality of the children's talk will differ greatly according to the programs used. Undoubtedly, some programs have the power to generate purposeful discussion that leads to joint decision making, and enhances the children's ability to think clearly, express themselves effectively and to listen and take account of each other's views. But these skills of oracy will only be practised if the computer is used by groups of children – and occasionally to stimulate whole class discussions. The times when a computer is best used by a single child are few, for in that situation a whole range of opportunities for language development will be missed.

For children for whom English is not a first language, computer programs could be useful in helping to develop and extend both their written and spoken English. However, in view of recent research about the importance of mother tongue instruction (1), it would be a pity if all computer programs were available only in versions which used English on the screen.

There would be certain technical problems to overcome in using different scripts, and alternative input devices would have to be used for languages that do not have Roman letters. But once these problems are solved, "translating" a program is much cheaper than translating a book. Already a number of programs are available in Welsh versions. They should also be made available for other language groups.

There are many different types of programs which have possibilities for enhancing language work in the primary classroom, and there are also programs which do not fit neatly into any pigeon-hole. The categories that follow should be regarded as neither mutually exclusive nor jointly exhaustive.

### Drill and practice

Because these programs are so easy to write, large numbers of them have flooded the market, although it is not always obvious that they do anything which cannot be done equally well by other means. Many of these programs test language skills such as spelling, punctuation or meanings of words. However, it is much more difficult to write programs which accept all correct answers and reject all incorrect ones in the complex domain of a natural language, than it is with respect to the precise rules which govern elementary arithmetic. For distributed the program *Brickup* distributed nationally as part of the Microprimer series, invites a child to key in a word that starts with "den" and means "something to do with teeth". If a child responds with "dentist" rather than "dental", the word the programmer expected, the error message comes up: " 'Dentist' is spelt badly!"

At best such programs test rather than teach; at worst some will penalise children for ingenuity and unorthodoxy.

However, when children are given the opportunity to construct their own electronic work-cards, a great deal of useful language work can take place. *Mquiz* and *Quiz*, for example, allow children to create and use multi-choice tests on any subject. Variants such as *Create* and *Guess?* result in a guessing game with a series of clues. Many of the children's efforts, even with *Brickup*, fail to acknowledge all valid answers, and some will certainly contain false information!

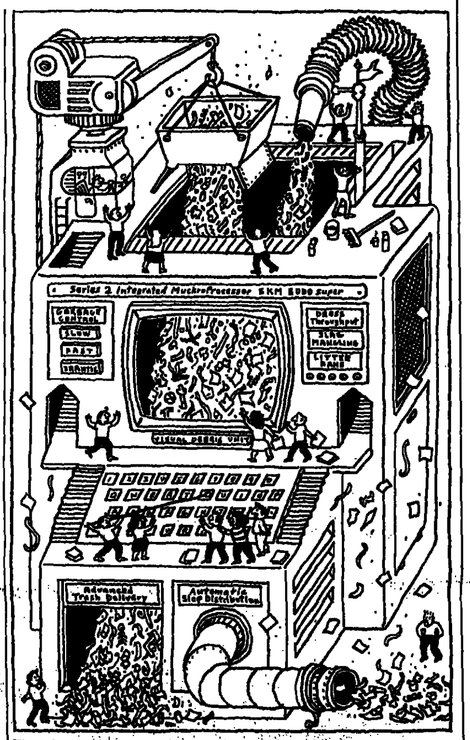
But because they have created the quizzes for themselves, the children can learn some important lessons from the experience. They can be led to an appreciation of the complexity of language. They will also realize that the computer is remarkably stupid and will regurgitate whatever has been put in. This is sometimes known as the First Law of Computing: "Garbage in, garbage out."

Some carefully designed drill and practice programs, with subtle error trapping and with remedial loops, could be effective in helping children with specific language difficulties. But they will only be worthwhile if used in conjunction with a sophisticated diagnostic approach to learning problems. In such cases, it is essential that the program is exactly right for the individual child, to help with a difficulty that has previously been pin-pointed, such as sequencing or letter discrimination. This may be one of the rare occasions on which computers are best used with a single child, and the enormous patience of a machine can be useful.

### Information retrieval

Computers are particularly good at rapid manipulation of large amounts of data, and this form of electronic record keeping is becoming an increasingly important part of the way we live. It is, therefore, vital that primary children are made aware of the advantages, and the dangers, of information retrieval using microelectronics. Children should be encouraged to create their own data-files, and the fact that some of these files contain errors, and information that rapidly becomes out of date, should be used to point out the dangers of too great a reliance upon the accuracy of electronic information. Gathering information about each other can also lead to opportunities for valuable discussion about other people's privacy and sensitivities.

As well as constructing data-files of their own, the interrogation of ready-made data-bases can also be valuable. Fictional data-bases concerning characters involved in a mysterious event or crime can provide an inspiration for creative writing and for dramatic activities. [illegible]




First law of computing: garbage in garbage out

data. Historical, geographical and scientific information can also be used to develop the children's skills in interpretation and analysis.

Programs like *Factfile* or *Inform* provide a good introduction to information retrieval, but the full power of the computer only becomes apparent when large data-files are used. Some would argue that effective manipulation of data is only possible with a disc system, and certainly a printer opens up a range of work away from the keyboard.

A program like *Quest* enables children to interrogate large data-files with considerable speed. The fact that it is necessary for the children to learn a vocabulary of code words in order to operate *Quest* may, however, deter teachers from using it. This would be a pity since the logical thought involved in understanding and making use of this codes is valuable in itself, and so is the appreciation of the need for precision.

Information retrieval from distant sources, through radio waves like Teletext, or along telephone lines like Prestel, are rapidly becoming important methods of communication. A program like *Editor*, which provides a way for children to create pages of data that look like Ceefax, reinforces the message that all electronic data is constructed by human beings and is only as reliable as the people responsible for gathering it.

### Logical thinking

A number of programs allow children to present information within a logical structure, which can require considerable refinement in their use of language. Programs like *Seek*, *Branch* and *Tree of Knowledge* enable children to [illegible] only admit the answers "yes" or "no". *Animal* is a good introduction to this way of thinking, and leads to careful use of language. For example, the program might well ask a child to type in a question that distinguishes between an elephant and a mouse. The question "Is the animal big?" seems clear and unambiguous, but it may later have to be answered in connexion with a cow, a fox or a dog. Many children will be led to the realization that "big" is a relative term, and that a more precise and absolute question needs to be substituted.

However, *Animal* can only be used with one type of object unless the program itself is adapted. *Seek* and other programs like it can be applied to any set of objects whether they are mathematical shapes, historical characters, geographical locations or chemical powders. The same binary structure can also be used to create a branched story, in which the reader decides whether, for example, to go into a cave or not.

Searching games such as *Hunt the Thimble*, or *Styfox* also use language within a logical structure. *Scene* allows children to create new scenarios for *Styfox* and the logical structure underlying the program becomes explicit.

### LOGO

LOGO is a powerful tool that encourages children to use language in a logical and structured way. It is a full computer language that can be used for programming at any level. However, it is specifically designed to have educational uses and there are corners of it which are really accessible to young children. The best known of these is turtle graphics: a series of commands which can be used to con[illegible]

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## Language extensions

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trol an electronic robot, called a turtle, on the floor, or a screen-turtle, or arrow, on the screen.

From the point of view of language development, the interesting feature of Logo is that it is extendable. Using only a small number of primitive commands such as Forward, Left, Right and Repeat, children can "teach" the computer the meaning of new words, such as Square, Arc or Line. New words can be used in the definition of further words. So, for example, the word House might be defined in terms of Square and Triangle. By assisting in the language development of the computer itself, the child not only has the experience of being firmly in charge of the computer, but also explores the interrelationships between the meanings of words.

A child can choose any name to describe a new procedure that is being taught to the computer. Since Logo allows definitions to be edited and changed, this results in a process in which definitions are gradually refined – or, in the computer jargon, in which programs are debugged.

Turtle graphics in programs like *Dart* or *Arrow* can be preceded by the use of Bigtrak, or by the use of programs such as *Crash* or *Walk*. The world of the turtle is mathematical and demands precise language. Logo, using the same cumulative structure of definitions, could also be used to explore other worlds, using other types of language, but its fuller uses with primary children is not widespread yet. (On page 47 Richard Noss discusses the potential of Logo.)

## Adventure games and simulations

The exploration of another world, whether it is imaginary or an approximation to a real situation, can take place through the computer and can result in spoken and written languages of high quality. Adventure games allow an investigation of an imaginary landscape, often involving the performance of specific tasks and the discovery of a set of rules of behaviour of the inhabitants of a microworld. Many games of this type, like *Eldorado Gold*, *Spacex* and *Granny's Garden*, are accessible to primary school children and have a valuable place in the classroom. Some, like *Tombs of Arkenstone*, also have the facility for children to design adventures of their own, changing names and places, but retaining the same logical structure.

Simulations, which present a computer model of a real situation, can also give rise to classroom activities that enhance language development. Simulation programs should be seen, not as an alternative to first-hand experiences, but as a way of introducing children to activities that are too dangerous, too expensive or too time-consuming to take place within the school curriculum. In *Mary Rose*, children act first as navigators, then as deep-sea divers and finally as archaeologists in piecing together the remains of Henry VIII's flagship from the bed of the Solent. In *Suburban Fox*, children play the part of a fox, learning to survive in a hostile world of human beings and motor cars. The exploration of another creature's world can result in a deepening empathy, and can lead to imaginative and evocative use of language on a par with that which arises out of exciting first-hand experiences.

## Generative programs and language patterns

Computers can generate random combinations of letters or words with great speed. A computer can easily be programmed to give all possible anagrams of a particular word, or all possible combinations of a particular set of words. It takes considerably more skill to program the computer to give only sensible anagrams, or only meaningful sentences.

Generative programs can give children valuable insights into the structure of language and into levels of grammaticality. A program like *Wordplay* asks children to type in lists of nouns, verbs, adjectives and adverbs, and also to specify possible phrase structures in terms of these categories. The computer then randomly generates a "poem" from the word lists, according to the structure specifications. It is not easy to organize these lists in such a way as to avoid nonsense and the task reveals the complexity of the generative grammar of a natural language. The "poems" are not great literature – but they are often amusing, and the whole process gives a purpose to the introduction of grammatical categories.

Stories can also be randomly generated from lists of sentences or phrases. The result will often be weird and disconnected, and careful analysis of the structure of stories is necessary before it is possible to produce a reasonable narrative. However, the unusual nature of some of the combinations can act as a stimulus to further imaginative writing, as in *Storyline*. In this program, phrases are randomly combined to produce scenarios that may be a starting point for creative writing, such as "Three old people, playing cards at the bottom of a mine-shaft . . ." or "A burly police officer, running fast in the direction of the railway station . . ."

In other programs, such as *Monster* and *Giant* the computer appears to have a conversation with the children operating it. By asking questions and using the children's answers in further questions and remarks, a description of an imaginary monster or giant is built up. Children could be encouraged to speculate about how a computer can give the impression of holding a rational conversation, without understanding the meanings of any of the words.

Another interesting way to alert children to language structures is through a group of programs called *Tray*. This starts with the idea that reading a complicated text is like developing a photograph in a photographer's tray: parts of it will come into focus first and it will be some time before the text can be seen as a coherent whole.

The programs might be described as the ultimate in cloze procedure. In some versions, all that can be seen of the text to begin with are the punctuation marks. In other versions, there are blanks to represent each letter. Because so little graphical information is given, predictions are made, as more text is revealed, based on semantic, syntactic and stylistic cues. Adults and children are often surprised at how little graphical information is necessary to make intelligent and successful predictions. It reveals the true nature of reading: not barking at print, but playing a psycho-linguistic guessing game.

## Wordprocessing

Because the act of writing is itself so laborious to many primary school children, the further skills of editing, re-structuring and improving texts are not often practised. However, the use of a word processor on a micro immediately gives access to re-writing and refining written work with little extra effort. Once a text has been typed in, insertions and deletions can be made at any point, blocks of text can be re-ordered and, however many alterations are made, the finished version can be printed out perfectly.

Processors like *Wordwise* are available on a chip and, once fitted, are relatively simple to use. *Edword* has been developed specifically for educational purposes and it has the advantage that the text which appears on the screen is in exactly the same format as in the print-out. Of course, to get the most out of a wordprocessor it is necessary to have a printer, and a disc drive is extremely useful.

Wordprocessors with built-in dictionaries that automatically check spellings, or built-in thesauruses that suggest alternative words or phrases, are being developed.

In wordprocessing activities, the conventional keyboard can be a barrier for children with physical handicaps or for young children whose reading is largely done through whole-word recognition. With different input devices this barrier can be overcome. The full facilities of wordprocessing can be made available to the severely disabled, operated entirely by a single switch. Young children can begin to use wordprocessing techniques, through a concept keyboard with an overlay consisting of whole words.

It is also possible for primary children to compose text through a device called the Microwriter. A small scale investigation (2) into its use in primary schools has been carried out, with favourable results, although it will be some time before it is used widely enough for its implications to be properly assessed.

Talking, listening, reading and writing are all integral parts of the way in which young children learn. Primary classrooms should be organized in such a way that the use and development of spoken and written language is always a vital component of the learning process. Among the many stimuluses to language development in a busy classroom, the computer, equipped with interesting and challenging software, has a valuable place.

One of the conclusions of the Bullock report is that "The surest means by which children are enabled to master their mother tongue is by exploiting the process of discovery through language in all its uses."(3) Effective use of the computer can provide a powerful way to exploit this discovery process that is the key to the development both of language and of learning.

**References**

(11) *Supporting Children's Bilingualism*, (1983). David Houlton and Richard Willey, Schools' Council/Longmans.

(2) "*Put it in Writing*". Peter Wheeler, article in the *Times Educational Supplement*., 16.9.83.

(3) *A Language for Life* (1975) Report of the Bullock Committee. HMSO.

*Christopher Schenk works for the MEP Primary Project.*

**Further information from: MEP Primary Project, St James' Hall, King Alfred's College, Winchester, SO22 4NR.**





EXTRA

# Pressure of numbers

**R W Strong on the need to release mathematics teachers from the main responsibility for teaching about computers**

Traditionally, computing has been associated with mathematics. Mathematics degrees frequently contain an element of computing and computing degrees are associated with mathematics. It therefore follows that computing in schools, in whatever form it has taken place, has been predominantly taught by mathematics teachers. Because of their involvement, and at times personal interest in this area, they have been looked upon as the experts in educational computing.

Microtechnology, with the help of Government financial backing, is within the purchasing power of individual schools. Political pressure and the social implications of microtechnology have placed pressures on schools, which are being forced to react, often without knowing the educational reasons for initiatives.

In the short term there is a need to acquaint most people with the resource: what it is, how to switch it on and communicate with it; how to distinguish between a trivial and a more complex difficulty which inevitably will arise.

We must also recognise that the microcomputer is as much a cross-curricular resource as reprographic and audio visual machinery. The educational merit is not in the resource itself but in how it is used in the educative process.

In secondary schools many mathematics teachers are spending a great deal of time involved with microcomputers. They are writing software for the enhancement of mathematics teaching; learning about the machine to use in their mathematic classrooms; teaching Computer Studies; helping other staff in their own time; developing and/or teaching Computer Awareness courses; running computer clubs; and using a computer for school administration.

With the exceptions of writing software for the enhancement of mathematical education and learning about the machine, the time being spent on these activities is now beginning to reflect adversely on the quality of work that is taking place in mathematics classrooms. Mathematics teachers are being taken out of mathematics teaching (and at times being replaced by teachers of other disciplines to cover the mathematics timetable). They are also spending considerable amounts of time helping other staff at the expense of their own teaching preparation, or dealing with time-consuming technical problems. The overall effect of such activities is a deterioration in the quality of mathematics in the classroom.

There is a pressing need to remove from mathematics teachers responsibility for the wider issues in computer education and microtechnology development in schools. The following are some suggestions as to how this might be done.

Schools have planned their activities to offer anything from none to all of the following: Computer Studies which is taught as an option and frequently by the mathematics department; Computer Awareness again frequently taught by the mathematics department; computer microtechnology developments within subjects, and computer clubs run during lunch times and after school.

Hardware varies from a room with 15 BBC computers to a school with a single computer. Software is very limited, frequently mathematical, with little material to support it.

Project (MEP) has categorized its activities as follows: computer based learning, using the machines to enhance the teaching in subject disciplines; knowledge of the computer; electronics and control; and information systems: electronic office/keyboard skills/word processors.

It has frequently been considered the work of the mathematics teacher to represent all these areas through computer studies or computer awareness courses, if such activities existed in schools anyway. We are now moving into an era whereby each of the areas needs it's own kind of expertise. It is no longer reasonable for a mathematics/computer studies teacher to tell children about each area of microtechnology. It is far better for children to be actively involved in using microtechnology when it occurs in an applied situation in a particular subject discipline.

So what educational experiences shall schools provide? Computer Studies to date has been taught unimaginatively by mathematics teachers (through little fault of their own), conforming to a syllabus which has doubtful value. The experience has been arid, in the main for the teacher and the pupil. Furthermore, it has little currency with FE, employers or universities.

Computer Awareness is in a similar category only without an examination at the end. The educational value is questionable but the school can say every child has the word "computing" on his or her timetable.

With both Computer Studies and Computer Awareness dismissed so is most of the current school activity. Instead there is a need to develop a whole school policy to computing and build on the strengths of areas where the technology can be used most naturally.

The implications for my arguments in terms of the school curriculum are as follows:

- Subject disciplines should be encouraged to use the machine to enhance their teaching and improve the learning situation. Such an approach requires software to be built into a teaching scheme and subject teachers must actively seek to experiment with microcomputers.
- Electronics and Control should be the responsibility of the science and CDT departments. They have the expertise, apparatus and genuine applications for such workshop practice.
- There is a whole area of keyboard skills/word processing/electronic information/filing and data processing where educational value and social implications need to be considered. It is questionable if the mathematics teacher/computer education teacher is the best person to teach such issues when they probably cannot type and have no training or experience of – say – a commercial filing system. Perhaps the school should be appointing a teacher in this area rather than Computer Studies.
- One remaining area of computer education is learning to "program". An HMI Discussion Paper suggests it should be taught by mathematicians in mathematics lessons. Since many computer uses are based on mathematical models, perhaps mathematics teachers should accept that task BUT do all children need to write programs and indeed are they capable of it?

To react to the above ideas schools would need a computer policy committee, perhaps chaired by the Deputy Head (Curriculum) whose tasks it would be to ensure that all pupils have a realistic range of microtechnology experiences which has educational and training value. The Deputy Head need have no real technology experience but would act as a coordinator to ensure that the various curricular areas conscientiously planned their contribution to technological awareness for children. The approach would help schools to determine their staffing needs to meet their curricular requirements, and help them to justify the purchase of hardware to meet their educational objectives.


Most of all there is a need for a whole school policy to microtechnology; rather than just thinking of the microcomputer; each curricular area should contribute it's own expertise. Such a policy would remove the onus from the mathematics department.

*R W Strong is County Inspector for Mathematics for Somerset.*

## Hardware

We now have a microcomputer in every secondary school and are on the way to one in every primary also. In fact most secondary schools are expanding computing both as a subject and a teaching aid across the curriculum so fast that the problem is to find the money for the still relatively expensive hardware (by educations' standards), to meet the demand.

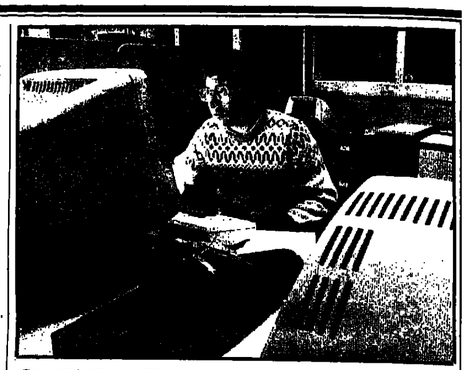
As a nation we currently lead the world at least in the statistic of the number of micros per school! The initial priority has rightly been to use the micro and produce software to serve curriculum needs. But with the speed and versatility of the technology now available it was obvious that it would and must be used in the field of administration. Thus School Administration by Micro (SAM) has joined the jargon of our schools.

As so much else in education its initial developments are being carried out on a "shoe-string budget" – or no budget at all! One has only to look to industry and commerce to see the difference in priority and thus results. The important and crucial development of good software (of which fuller details on next page) is characteristically haphazard.

Its beginnings are in the true "cottage industry" style of English education – by individual teachers in individual schools who perceive a need and have the expertise as well as commitment to spend hours writing and developing programs. Thus there is a growing handful of schools using programs for various administrative tasks and using the computer in the hours after school and at weekends to run them. A few programs are now becoming commercially available.

Many heads and teachers bemoan the large amounts of valuable teacher time lost from teaching to routine clerical tasks – no other "industry" would consider such misuse of highly paid and highly skilled staff. Perhaps at last a solution – in part at least – is becoming available.

In most schools the initial move into SAM is tentative. Time is usually found after school or evenings and weekends by staff keen to pioneer existing machines. Very rapidly, however, the demand for machine time and the need to have clerical as well as teaching staff using it will lead to a separate micro for admin. At that point very careful consideration in weighing up software availability, ease of use (in computer jargon – user friendliness) especially for clerical staff and, of course, cost is needed. The ability to add a network of user stations should have high priority.



# SAM's progress

## In two articles Neill Ransom reports on developments in School Administration by Micro. He looks at hardware and software

The question being asked is "what is available and how should we begin SAM?" Availability and especially quality of the software is an important issue to return to (next page); but the initial question should be: what do we wish to do? and how can we manage the use of the computer? The most superb student admin or wordprocessor package is worthless if the only computers are in use of student course work and teaching from 8.30 to 4.30 each day and no staff are available to use them outside the school day.

Developing student admin by micro, like all school organization, needs careful planning and thought. Whilst, only in its infancy at present, progress will be very rapid. In one sense what is available tomorrow will be better and possibly cheaper – but the plunge must be taken at some point. Software should be looked upon as expendable and having a short life – the hardware will develop similarly but financial constraints mean schools will not so easily be able to discard and upgrade – unless a healthy secondhand market were to develop.

Because of DoI funding, the majority of our schools have either RML380Z or BBC machines. A few individual schools or authority areas have Apple machines or the Commodore Pet. To meet capacity and speed requirements a disc machine is essential for admin work. To date, therefore the Pet, Apple and 380Z are almost the only micros with admin packages available and the 380Z due to its wide presence is certainly the most popular format. As BBC discs and memory upgrades become available, the simplicity and price advantage of the BBC will make it a strong contender. Software is already in preparation and wordprocessor add-on chips are available.

Memory capacity for a school of any reasonable size soon becomes a headache – the solution is to use a hard disc system, the prices of which are steadily falling. As we move, over the next two to five year period, from the developmental stage to a point when SAM is an integral part of our resources, the installation will grow. One envisages a central computer facility with a hard disc and printer (or two). To this will be connected a network of stations each with keyboard and monitor.

As SAM develops to include pupil lists, records, options, exam entries and results, timetabling as well as financial records, the list of who need to make use of it on a regular basis increases. One envisages the office, head and deputies, pastoral heads and library resources all requiring terminals for quick and efficient access. Networks are now in production which will allow this and at rapidly decreasing costs. The technology is also develop-

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# MICE trail

The determination of the Government to see at least one microcomputer in every school has brought with it some unforeseen problems. Among them is the fact that there is no centralized agency for the dissemination of information about what software is available or in development, neither is there any standard method of providing helpful reviews of programs.

For the past two years, MICE (Microcomputers in the Curriculum for English) have been attempting to promote the use of microcomputers in the teaching of English in schools, from primary to secondary, in the North Buckinghamshire area.

Our investigations have led to the following conclusions: first, there is precious little in the way of software being developed specifically for the teacher of English in the primary or secondary sector by the large organizations and what is being developed is taking a very long time. The second, more encouraging, conclusion is that there is some interesting work being carried out by small groups and individuals throughout the country, either working in isolation or attempting existing software successfully for their own purposes, but, as far as we know, each is ignorant of the others.

Clearly, what is needed is some central clearing house for ideas and information and MICE is currently seeking to establish such a register for teachers of English in primary and secondary schools. Our aims are threefold: to gather information about groups and individuals who have an interest in either developing new programs, adapting existing ones or merely in using such software; to gather information and reports about software and its use, and to facilitate the exchange of ideas and information to any interested parties. Copyright will be kept to a minimum as far as possible.

We would, therefore, welcome any communication from individuals or groups who wish to be included in the register or who wish to receive information.

*Inquiries to Phil Moon, Microcomputers in the Curriculum for English, 9 Dundale, Fleelands, Milton Keynes, MK13 7NQ.*





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ing to allow different machines to interface and use one network. The future for school administration by micro will develop rapidly then, with hardware becoming increasingly dedicated to meet the demand on its use (for administration only).

Currently individual schools and individual l.e.a.s seem to be awaiting developments – but by whom? The hardware manufacturers or the disparate band of software developers? Central government funding to a SAM development project would seem eminently sensible.

The questions a schools needs to ask itself in relation to SAM are – what do we want to use it for? What hardware do we need both initially and as use develops? Where will hardware be sited? Finally – who will use it? The training of staff must also be planned.

## Software

Attention must now turn to "software"; the specially written programs which allow us to use the powerful technology which micro chips make available. If decisions about hardware were difficult then the choice of good software is daunting. In a 12-month period availability has mushroomed.

Almost a decade ago a few heads heralded Utopia when timetabling programs were announced on mainframe computers. A basic lack of understanding of the underlying methods and problems of timetabling, reliance on outside experts and no cash for expensive development hindered results. The difference with SAM is that software is being written by teachers – who understand the needs. But as in any new field there are initial problems to overcome.

Many programs have been written to solve one school's needs and will not easily fit the different methods and organizations of other institutions. Almost all that is commercially available has resulted from this approach.

There are two or three traps for schools seeking admin software. The first is whether the program will do what your school requires and in a manner that staff will be happy with. Adaptations are possible but a detailed check of your requirements and the software specifications should be made. If in doubt ask the author or supplier. In too many cases programs have been designed for small or medium sized schools and cannot support the larger schools, who are attracted to them, in such respects as total teacher or pupil numbers etc.

The second problem is lack of software compatibility. A school could, for example, purchase programs to list student groups, work out options, print exam entries and results – but each would need the list of pupils typed in separately, probably in different formats. Only one or two suppliers are yet developing integrated packages.

A third trap is cost. Having seen a market potential many programs are being sold by the dedicated enthusiasts who develop them. They are offered at almost give away prices which in no way reflect the time, effort or cost of development. Some are excellent and superb value for money, but others are not so good. One or two commercial publishers are also moving into the admin market. Their products obviously reflect costs – but also carry some guarantee of good back-up facilities, and the knowledge that field trials have probably taken place before release (although personal experience last year of a program from a major publishing house suggests that this is not always sol). Attractive although low prices are – especially on our tight educational budgets – they may not always represent best value for money. One needs to see programs in operation, or talk to someone with experience of them.

The final but essential questions are whether particular programs – even if designed for hardware – will support the peripherals you have, a particular type of printer type for example. Even more essential is how easy the program is to use for the many of us who are not computer specialists. Programs either need good, clear documentation or a comprehensive "on screen" menu and instructions. Some of the initial programs have obviously been written by computer "buffs" for their own use – and the lay user therefore encounters considerable difficulties.

Already a wide range of software is available for school administration; gradually it is being used, refined and improved. The "first generation" inevitably has a few problems and limitations – but we are already beginning to move to "second generation" SAM software. Between writing this article and its appearing some new SAM software will have been published.

Currently wordprocessing packages are available – from the very sophisticated such as *Wordstar* to simple but very effective programs such as *Wordwise* for the BBC. Used by the school office they save time and increase efficiency for such tasks as references for staff and students and multiple personalized letters to parents or governors. For example a student reference once typed up for an UCCA form can be reproduced for a number of polytechnic applications, a promotion reference for a member of staff can be retrieved, altered as required for another post, and quickly and accurately printed out.

Software which replaces other routine tasks is also available. Student lists once accurately on file can quickly be updated and printed, updated at year change etc. A number of programs exist for constructing and printing out fourth year options – but they vary considerably in sophistication. Also available are programs for examination entry, results and statistics. These harness the speed of the micro and allow extra checking stages in what is a most complex and demanding aspect of annual school administration. Increasingly Examination Boards are allowing the entry to be sent in on a micro floppy disc – one can only hope they will standardize their entry format as they have a universal centre number for schools.

SAM has also been harnessed for the most complex area of school management – that of the timetable. There is a wide variation in what is available from an "electronic record" of the timetable you have constructed which can be printed out accurately and neatly – through aids which help in planning and constructing the timetable – to a completely interactive timetabling system.

The latter allows input of all required data such as teacher periods and subjects, each class curriculum, rooms etc. The timetable is then constructed interactively on the screen with the computer checking and decreasing resource availability at each stage. The very necessary skill and experience of the human timetabler is coupled with the speed and accuracy of the microchip. As with option construction, the main advantage is speed and accuracy and probably for the first time the possibility of attempting more than one solution. Software also exists to carry out a full "curriculum analysis" of your actual or planned curriculum and timetable.

Finally programs are just becoming available to carry out daily cover (printing cover slips, recording statistics of who is used etc), parents' evening timetables of appointments. DES Form 7 return etc.

Development will undoubtedly continue; of top priority is the need for integrated packages which will allow the one student list to be used for options, individual timetable print out, exam entries, etc. One can envisage software which links with library book loans, the required careers functions and reports, school and departmental inventories and accounts.

To date the development of SAM software has been haphazard but owes much to the dedication and hours of development work put in by a handful of pioneer teachers. More integrated and sophisticated packages will appear in the months ahead – especially with publishers moving into the field.

Software lists are available (Price £3.00) from Patrick Bird, Headmaster, Hengrove School, Bristol whose book "Micro Computers in School Administration" is published by Hutchinsons.

Educational Admin, 54 Station Road, Rearsby, Leics. is a national agency specializing in SAM software, courses and demonstration seminars.

For details of SAM course April 15–17 at York University send sae to Educational Courses, 554 Station Road, Rearsby, Leics.

*Neill L Ransom is Principal of Wreake Valley College, Syston, Leicestershire and a co-founder of the Centre for the Study of Comprehensive Schools at York University.*

# Ways with wordprocessors

Much has been written over the last year in *The TES* and other outlets about the value of first and second drafts and developing in children the ability to re-read and criticize their own work for alteration and revision. Such exercises and practice are essential for development and learning to take place. However, for many children this may often result in a holding back of their written language development, for the prospect of rewriting their whole piece of work often means that they would rather play safe, write little or not alter what they have written.

At Humberside College of Higher Education, we are involved in a research project using *Wordwise* to determine how one might introduce it to children, assess the written language development, and how one may compare this with the written language development taking place in the normal classroom situation.

In the book *Mindstorms*, Seymour Papert writes "I have seen a child move from a total rejection of writing to an intense involvement (accompanied by a rapid improvement of quality) within a few weeks of beginning to write with a computer." There is growing evidence that motivational factor with microcomputers turns out to be able to make a certain statement that there is an improvement in the quality of the writing produced, we need to assess whether the language used is one that we can compare it with previous work in a more objective fashion.

Such a framework is the model designed and used in the Crediton Project and detailed in "Assessing Language Development" (Wilkinson et al 1980). It is this model which the project intends to use in the course of its school based work. At present pilot studies are being set up to ascertain the problems of introducing children to the use of elements of a wordprocessor for their writing. What we are concerned with in our pilot studies is not so much the teaching of the "process" of wordprocessing – but allowing the children to use the screen as though it were a piece of paper.

We work with a group of four or five children who are able to discuss ideas, input them and so create text on screen, after if if they so wish to redraft or rewrite at will. By being able to change text easily as they discuss their ideas in a group situation it is hoped that children will be freed from problems that may arise from the need to rewrite the whole text to incorporate their changes, that individuals will learn from the discussion situation and that this will aid their written language development.

To date there is little evidence that anyone has used a methodological framework for assessing the writing development which has taken place in which might take place in that sort of open-ended CAL situation. Our pilot studies will introduce the possibilities to groups of children, see what the problems may be and what additional possibilities for use it may produce.

Evaluation both formative and summative will take place using the Crediton framework for analysis of writing and it is hoped that we may be able to set up a longer controlled study to see what takes place in a situation involving wordprocessors as an aid to learning and development and compare it with that which takes place in the normal classroom situation.

The micro as a wordprocessor does have a role to play in written language development. Wordprocessor chips such as *Edword* or *Wordwise* may well allow us to avoid falling into the trap of computers in language work becoming reduced to "bright new gadgets to teach the same old stuff in thinly disguised versions of the same old way" as Papert suggests they so often do.

*The research project described is called "Microcomputer applications in the primary school with the focus on the development of children's written language assisted by wordprocessing packages". It is based at Humberside College of Higher Education, Inglemire Avenue, Hull HU6 7LU.*

Judith Baskerville

EXTRA







The publicity blurb for Sinclair's new QL makes significant play on the fact that it is "32-bit". The newer business micros such as the IBM-PC all trumpet the fact that they are "16-bit" and with the arrival later this year of the IBM-Jr there will also be a 16-bit home micro (although the irony is that this machine is likely to cost far more than the QL!)

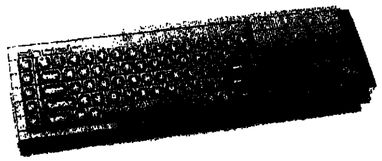
What's in a bit size? If a current 8-bit BBC Micro will do almost everything necessary in education, what's going to be the value of faster or more powerful computers? The answer is that the advantages will be considerable. In computer terms, everything is governed by the bit size of the central processing chip and its attendant RAM (Random Access Memory) addressability" potential.

Sinclair's new £400 QL microcomputer has massive implications for education. There are few QLs around at present and little is really known of their capability", but Sinclair has made it clear that the company regards the educational market as very important for the machine and its power certainly dwarfs that offered by the BBC Micro, the Research Machines and Sinclair's own Spectrum. The astonishing fact is that for £399, the buyer gets a machine with built-in microdrives and a software package that would normally cost at least this price on its own.

The present tightly-controlled situation of British school computing – in which only three types of microcomputer are supported by central government and l.e.a.s is likely to change when the current DoI scheme for subsidizing the purchase of one computer per school finishes at the end of this year. Teachers are rapidly learning the ground rules of the computer market and many will be applying that knowledge when making future purchases. The sort of cost-effectiveness demonstrated by the QL is likely to become a vital factor.

Sir Clive Sinclair has announced his intention of fighting Acorn to win the contract for making the BBC microcomputer and the QL is a bold statement of intent. It seems unlikely that the BBC will switch horses in the micro race when the contract comes up for re-consideration this autumn, but the arrival of the QL is likely to provoke considerable thought.

The principal advantage that the QL offers over less powerful machines is *multi-tasking*. In plain language this means that the computer can run several programs at once. The set of programs supplied with the QL is aimed more at business than at education, but there is now frantic activity in software houses all over Britain as companies rush to produce for the new machine. Some of this will undoubtedly have educational applications.



# Window dressing?

## The publicity for Sinclair's new QL makes much of the fact that it is a 32-bit machine. Ray Hammond discusses the significance of bit size

As all teachers who use computers will have found out, the usefulness of a micro is exactly governed by the software available for it. Sinclair recognized this a long time ago and the first production models of the QL went not to the mail-order customers, but to the software houses who could use the machines to write the vital software.

The Sinclair QL is unlike all previous Sinclair computers, and the people whose image of a Sinclair machine is a cheaply-produced plastic case with a poor keyboard are in for a shock. To compare the QL to a Spectrum is rather like comparing the Space Shuttle to a bi-plane. The machine has a proper keyboard, a basic RAM of 128K (nearly three times the power of the BBC Micro) and, of course, the 32-bit chip. Two 100K microdrives are thrown in for the price, along with the suite of four *integrated* software programs for wordprocessing, financial spreadsheets, a graphics package and a database. The QL really is a quantum leap.

The leap was made when Sinclair bravely decided to use a new 32-bit microprocessor as the main chip. This allows the machine, in current configuration, to address simultaneously up to 1,000,000K, or *one megabyte* of RAM. (Examining the architecture of the QL reveals that the chassis of the machine has the potential to use much larger RAMs in the future!).

"Integrated" software is a suite of programs that run together in a machine interactively. The QL can run several large programs at the same time – eg wordprocessing, the financial spreadsheet and a graphics program – allowing the user to see what is going on in each program through "windows" on the screen.

Windows have become the latest craze in computer design and the QL's window system works very well indeed. It allows a user to write a letter or report in the wordprocessing program, to press a button to bring the financial spreadsheet to the screen in a window, carry out the calculation required and then to *transfer* the results across to the document being created by wordprocessing. At a touch of a button the windows disappear and the document fills the entire screen again.

Sinclair are making a 0.5 megabyte RAM available for the QL later this year and in this configuration users will be able to run many programs at once without having to load and re-load programs when required. The application in the classroom is obvious. A small network of half a dozen £400 QLs would give a secondary school computing power comparable to that of a major university.

The Achilles heel of the QL may be the fiddly little microdrives currently offered as the magnetic storage medium for the machine, but promised interfaces include the option of connecting the system to a disc drive or a hard disc.

The full value of the QL in educational terms is hard to see from a perspective point from which we are still worrying about the best method of loading a cassette-based program into a BBC.

Large capacity RAM chips are becoming cheaper and cheaper. Sooner or later one megabyte to be addressed and with this power it will be possible to hold single topic databases in RAM. This means that key facts to one period of history could be held in RAM and accessed instantly. Pupils will have to learn search techniques to exploit fully this information facility and, much more difficult, software houses will have to get down to transferring the vast store of knowledge currently held in the millions of books into magnetic form.

This is really what the QL, and the other machines which will follow it, have to offer: the ability to take knowledge out of the printed medium and to offer it in a more flexible and accessible form. The current system of 8-bit computer and disc can access large databases of magnetically stored information, but it is only when tiny computers with massive "instant" memories are available cheaply that manipulation of information will really begin. This is precisely what the QL offers.

As a reference source, electronic information is *much* better than the book. Once information is held in computer memory it can be searched in a hundred ways not possible in print. Knowledge becomes an "on demand" facility, not something which has to be laboriously unearthed and then savoured. The implication of this for education are profound and the patterns of knowledge transmission will change.

The Sinclair QL has more than enough power to control interactive videodiscs while running several other tasks. The 68008 chip used in the QL also has a wonderful graphics capability and this will allow computer-generated graphics to play a role in learning that will shame the current stick-like representations which we now understand as computer graphics. This coupling of visual information with that of text is likely to prove of great significance.

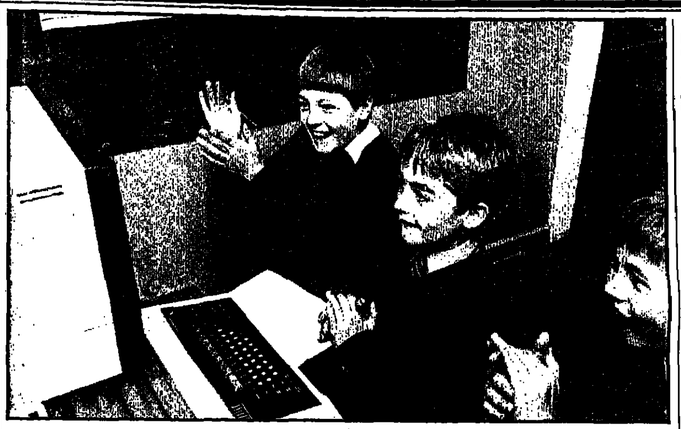
Sinclair proudly boast that they have made the QL "future proof". This claim hints at the forward-looking design of the machine. The present 68008 chip currently uses the old 8-bit word in-and-out system, which limits the machine to a maximum addressability of one megabyte. What is clear from the system design is that the 68008 can be directly replaced with a plug-in chip that works at a 32-bit level at all stages of operation – ie 32 bits marching in and out of the processor in parallel. This power would place the RAM addressability of the QL in "gigabytes" and would make the idea of a cheap machine with a library of knowledge on tap a reality. Chips with this capability come into mass production this summer.

The Sinclair QL has to prove itself to be a reliable machine, and Sinclair have to prove that they can deliver the machine. The company has also to show that it can produce the accessories that are needed to exploit the machine's power and we must all wait and see whether the vital software becomes available. The indications are that all of these things will happen. If they do, the QL and the spin-offs it triggers may eventually provide not only a quantum leap in cheap computing, but a quantum leap in education.

** This article is not a full review of the Sinclair QL. A fuller assessment will appear in the TES later.*



EXTRA



# Children in control

## Richard Noss discusses LOGO

Now that versions of LOGO – and by that I mean the Logo programming language – are becoming available on machines in use in schools, it seems a good time to look at what the language has to offer. It is also an opportunity to look at the implications of the use of Logo in the classroom for the teacher.

In the first place, I must explain what I mean by the "Logo programming language". Due to the extreme slowness of British computer manufacturers to provide Logo for their machines (with the honourable exception of RML), we have seen a proliferation of programs masquerading as Logo which are in fact merely "turtle graphics" packages. Some of these are quite good, some are bad, and some are diabolical. This phenomenon (which is not peculiarly British) has obscured the relationship between turtle geometry and the Logo language.

There is nothing wrong with turtle graphics. On the contrary, exploring the world of the turtle, with its clear identification with body-movements – forward, back, left and right – offers an attractive entry programming for learners of all ages. The turtle "microworld" enables the programming novice to achieve exciting results in a short time; it is for this reason that other programming languages, for example Pascal, have incorporated turtle graphics into the language.

Turtle-graphics packages restrict the learner to programming pictures and patterns, but that is not the real problem. The problem is that many of them do not provide the learner with the tools for the job. Real Logo, by allowing children access to powerful computing ideas enables them to explore and to solve problems without being dictated to by the restrictions of the computer. The importance of the turtle graphics idea is precisely that it is an entry route rather than a cul-de-sac.

So what can children do with the full Logo language? The answer is more or less anything. Anything, that is, that you or they have ever seen done on a computer (there are exceptions to this but even these are disappearing as more and more powerful versions of *the* language become available).

Take an example from the world of non-graphics programming – not in order to devalue turtle work, but because other Logo facilities are less well-known. Two ten-year-old girls are writing a quiz program. The questions are wide-ranging: current affairs capital cities, arithmetic. They decide to write a mini-program (or in Logo-jargon, a "procedure") for each one so that they can later assemble them as a complete quiz. One of the procedures (PRES) asks for the name of the US president. They have programmed the computer to accept the answer RONALD REAGAN. Unfortunately, their teacher answers REAGAN. Some of their friends, seeing the difficulty, insist on answering MR R REAGAN. What constitutes a correct answer?

They discuss the problem with each other, with their awkward friend, and with their teacher. They decide that any answer whose last word is REAGAN would be acceptable. Now the problem is to translate their unambiguous rule into Logo code – an opportunity for the children to be introduced (in this case via their teacher) to a new set of powerful words and ideas of the language: simple words like FIRST and LAST, but ones which greatly enhance the children's power over the language.

Other issues arise with the arithmetic questions. Can we get the computer to choose numbers for us? What is 7×3? What happens if it chooses 0? By the time they have incorporated an automatic scoring procedure, and a set of messages for right and wrong answers, six or seven one-hour sessions have elapsed.

It is the process of writing the programs which is important – not the end-product. The difference is one of control; as Seymour Papert, author of *Mindstorms* and co-inventor of Logo, has said, it is a question of the child programming the computer rather than the computer programming the child.

What are the implications of this kind of work for schools and teachers? The advent of Basic-speaking micros has allowed a minority of bright secondary children to learn to program. This is already leading to reforms within the traditional curriculum. The idea that children right across the age and ability range could learn to program in Logo is almost revolutionary.

Given where all the problem of organising programming activities into the existing school curriculum. One of the reasons why Logo has so far been more readily accepted in primary rather than secondary schools is related to this. A primary classroom is often a place where literally dozens of different activities are going on at once – a couple of children in a corner with the computer learning to program is just one more. In the secondary school the problems are more acute. Which department should use it? Which year groups should have priority? Is it the province of computer studies or a more general part of computer awareness?

The difficulties have been intensified by the belief that Logo is simply about drawing pictures.

There is a current view among a few Logo-devotees that Logo is a kind of educational panacea. It is not. But, the implications for teachers are far-reaching. Logo provides the means by which children can pose and solve their own problems. But children (except for a small minority) cannot learn to program by themselves. Not surprisingly, the problems of helping children to learn Logo are much the same as they are in any other domain.

For the teacher who is used to lecturing to whole classes, of emphasizing teaching at the expense of learning, the problems of integrating Logo into the classroom will be formidable. For the teacher who is prepared to relinquish control to his or her children, the challenges are the same as elsewhere – when to suggest an approach, how to provide a "nudge", when to probe understanding, whether to offer an idea; above all, when to say nothing.

Of course helping children learn to program in Logo presupposes that we are agreed that we want children to learn to program in the first place. For those who identify "programming" with Basic, there is good reason to refuse the challenge. Fortunately, there is now an alternative.

*Richard Noss is Director of the Chiltern Logo Project, Endymion Road, Hatfield, Hertfordshire AL10 8AU*

**On page 51 Derek Ball and Barrie Galpin report on a MEP project to explore the use of PROLOG in the teaching of mathematics.**

EXTRA

# HARMONIC DUO

## Music & Computers - Colin Wells reports on a thriving partnership

What has caused the current upsurge of interest and growth of development in the use of microcomputers in music in United Kingdom schools? It is almost certainly due to some combination of the following four significant occurrences:

● The development of moderately cheap purpose-built electronic music devices, such as those produced by Casio, Yamaha, Roland and Korg, which started appearing around 1981. These awakened a general interest in technology amongst music teachers and advisers.

● The development of microcomputer systems with reasonable built-in sound facilities, such as Atari 800, BBC and Commodore 64, from early 1982. Teachers began to see the potential of their readily available sound facilities for music.

● The Government's programme of offering half-price microcomputers to primary and secondary schools in the period 1981–1984. Of the machines on offer to these schools, by far the most significant in terms of sound facilities was the BBC, and it is perhaps fortuitous for music education, therefore, that this machine was chosen by a large proportion of schools.

● The rapid expansion of cheap home computers resulting in a large growth of computerized music devices at home, and bringing microcomputers such as Sinclair's ZX81 and Spectrum, and VIC 20 into consideration as well as those mentioned above.

The probable overall effect of these four things is that the most significant impact on music education in UK schools *will be through the BBC computer*, which is already in a very large number of primary and secondary schools, and through purpose-built electronic devices, with perhaps some pressure being exerted by cheaper micros such as the Sinclair Spectrum through the large home market. This is despite the fact that there is undoubtedly more music education material, both software and additional specialized hardware, available for the Apple micro than for any other microcomputer – albeit mainly American in origin.

The sound facilities of the BBC microcomputer are produced by a Texas Instruments sound chip (SN 76489), which provides four channels of sound; three tunable to notes in a five-octave range in quarter semitone steps, and the fourth generating 'noise'. Basically this means that three-part music, with an optional percussion or rhythm track, can be played.

A sound instruction is available, in the built-in BASIC language, which specifies the required sound channel, volume, pitch and duration. The fundamental tone produced by the chip is a not very exciting "squarish" waveform and this cannot be altered. However, the envelope or "shape" of each note can be specified using the ENVELOPE instruction provided. This allows selection of the rates of attack, decay, sustain and release of the notes. For example a fast attack could make the note sound more percussive and piano-like, whereas a slow attack could make the note smoother to start and perhaps more like a violin.

Having this level of sound facilities available, together with high resolution colour graphics and text, provides the basic requirements for a large number of music education programs.

The main attraction of microcomputers for music education is the ease of loading and saving programs and hence music, the interactive nature of communications between the user and the program in the machine and the appropriate intermingling and use of sound, graphics, colour, animation and text.

A major need for such machines, (in addition to much better quality and range of sounds) is for an easy method of entering music – as the QWERTY keyboard cannot be considered to be the world's best designed keyboard!

Electronic keyboards, on the other hand, are obviously purpose-built for music input and for good quality sound output. They are enormously varied, and new models are being produced each month. Some of the capabilities fairly commonly available are: five-octave keyboards; eight-voice polyphony (plays eight notes together); 30+ preset waveform sounds; the ability to create one's own waveform sounds; sequencer/arpeggiator for repeated pattern of notes linked to chords being played; chords defined by pressing single bass notes (for major) or two or more notes for minor or more exotic chords; chords and backing arpeggios which automatically 'follow' the melody line (ie harmonize in some way); storage facilities to remember rhythm or melody and allow additional tracks to be superimposed; modulation facilities; stereo sound output; dumping of melody and accompaniment onto cassette; loading of previously saved tunes and/or preset waveforms, rhythms or tunes from cassette or cartridge.

With synchronized connexions easily made to programmable rhythm and percussion generators and/or sequencer devices, a lot of creative music work can be done, with very good quality of sound output. The automatic aspects and built-in "intelligence" of such machines undoubtedly bring a major requirement of music education into the reach of most if *not all pupils*, ie the need to participate at a satisfactory and pleasing *level in performing music*.

As always, people will learn more by doing than by learning theory. However, it should be said here that care needs to be taken when using these machines, that pupils do not become so impressed by their complex sounding music performance, produced with little effort on their part, that they shy away from the comparatively slow learning of traditional musical instruments.

For general music education purposes, electronic keyboards and music devices obviously have no graphics and text displays, little or no ability to analyse and edit music, and very limited interaction – things which are all easily available on a microcomputer at a sophisticated level.

The relevance of such electronic devices to a discussion of computers in music is not simply that many of these devices contain purpose-built microprocessors and other complex electronic chips, and so can be thought of as small dedicated computers in their own right, but that this type of device can be directly linked to microcomputers via a MIDI interface, thus providing the best of both machine facilities.

MIDI is short for Musical Instrument Digital Interface, and is an agreed world standard form of communicating between electronic music instruments, synthesizers, rhythm machines etc, and microcomputers. It has been agreed by major manufacturers such as Roland, Yamaha and Korg and most if not all new models currently being designed will have this facility included.

Basically MIDI will allow two or more machines to pass information to each other and so, for example, it would be possible to use an eight-voice polyphonic keyboard to play notes or a complete tune into a microcomputer. This could then be shown on the computer's screen in suitable music notation, edited if necessary, and at some later stage sent back to the synthesizer for playback with perhaps different voice or rhythm settings. Thus MIDI will help to overcome two basic shortcomings of microcomputers at present; firstly the need for an easy piano quality keyboard input for music; and secondly the availability of eight (or more) high quality independent voices with a good selection of tunes.

Of course special system software is needed to control the MIDI interface in addition to using a suitable synthesizer incorporating the MIDI connexions, but probably within the next year a large number of reasonably priced (£200–£300) MIDI synthesizers should be on the market with software available for a range of microcomputers including the BBC.

Information about the development of electronic musical instruments, microcomputer music and MIDI interfaces can be found regularly in *Electronics and Music Maker* magazine (incorporating *Computer Musician*), and this magazine has also published several articles aimed at the home computer music enthusiast including some electronic construction kits and interfaces using the Sinclair ZX81 and Spectrum machines.

Michael Daly

The three main activities in music are to do with listening, composing or creating and performing (either vocally or instrumentally). Whilst it is important that young children experience these activities before introducing more formalized musical skills, they will not be able to progress very far until fundamentals of music are provided.

These would include understanding the concepts of volume, pitch, rhythm, length, speed, tone quality and texture; developing an aural memory for these factors through listening and initiation; and acquiring skills in associating aural activities with appropriate musical notation. It is these areas of fundamental music skills that are the most obvious for computer support, and it is therefore not surprising that most existing programs are of this nature.

In particular, programs dealing with pitch can cover a range of activities, including aiding the recognition of up and down melodic movements; the development of concepts of higher and lower and the association of pitch with SOLFA notation and handsigns. The association of pitch with abstract or formal music notation on a stave; work with clefs and key signatures; an understanding of musical scales; an understanding of simple transposition and the development of aural memory for a series of pitches or a melody are other activities, as are the identification of individual notes or note sequences aurally and from notation; the development of concepts and recognition of musical intervals between pairs of notes using aural and notational means and, finally, the development of similar concepts and recognition skills for triads. (Note that four or more part chords may be difficult to produce on some standard microcomputers at present, including the BBC, but this will soon be overcome with additional hardware boards or links to more sophisticated sound sources such as through a MIDI interface, as suggested.)

Programs dealing with rhythmic aspects can also be wide ranging, including ones aiding the "internal feeling" and response to rhythmic pulse; the recognition of "strong" and "weak" beats; the recognition of simple time rhythms of two, three or four beats per bar; understanding and aural recognition of comparative lengths of notes (ie one beat, two beats, half beat etc); understanding and aural recognition of rests; the development of abstract and formal notation for different lengths of notes and rests; the introduction of bar lines and time signatures. There is also the development of aural and notational recognition of rhythmic patterns; aural memory of rhythmic phrases; the comparison of simple and compound time rhythms, both aurally and notationally; work with rhythm SOLFA; the combination of pitch and rhythm elements, both aurally and using music notation.

The use of such programs dealing with music fundamentals, should, of course, be complemented by programs which aid the user in applying the concepts and skills achieved in creative composition, perceptive listening or musical analysis.

For creative composition activities, the main types of program exist: firstly, music editor programs basically designed as systems for inputting, manipulating, editing and playing music, and secondly programs written specifically for educational support for creative and compositional work.

Music editors typically allow one or more lines of music (pitch and rhythm) to be entered. With present stand-alone microcomputers, this usually involves use of the QWERTY keyboard or screen movement and selection devices such as joy-stick controls and light pens, and frequently (as with the BBC micro), the number of parts is limited to three. Obviously this situation will be drastically improved when links to polyphonic keyboards become commonly available. The music, which has been entered, may be shown either in some form of "music shorthand" or in standard music notation and this can then be edited, altered and stored as desired.

Playback facilities with control of volume, speed, and choice of tones will for each part, are also provided. The music editors' facilities could be compared with those of wordprocessors where text can be entered, manipulated and corrected before final printing. It is also possible to program other comparative functions such as automatically matching particular phrases in order to highlight them or change them in some other way. For example, the subject in a three-part fugue could be highlighted every time it occurs by using a different tone colour, or simply by increasing the volume.

Specific educational programs for assisting with creative composition work could include programs for aiding:

● experimentation with melodic patterns, wholly or partly generated by the computer according to given constraints to help determine pleasing tunes

● experimentation with rhythms to help determine pleasing and interesting patterns

● development of an awareness of what two notes sound pleasant together, leading to the development of counterpoint

● development of an awareness of the sounds of various chords, and chord progressions leading to the development of guidelines for harmonization

● traditional and experimental rules in forms of harmony

● modulation exercises

● the understanding of musical structure and form in organizing and balancing sounds, phrases, keys and sections in composition.

● experimentation with variations on a given theme, controlled by the user or produced by the computer, eg inversion, reversal of pitch and/or rhythm and transposition

● investigation into the characteristics and use of non-tradition sounds within music compositions

As with the editors, this work will be greatly enhanced by links to a good quality sound source and music keyboard. Programs for other areas of music education have been produced, such as to help with instrumental fingering, music terminology and to provide supporting services.

These supporting programs include information retrieval packages with files of both textual and aural material; packages which analyse given pieces of music in terms of composer's style, melodic, rhythmic and harmonic patterns used and musical forms involved, and programs to print out music notation.

Most of these supporting programs are very limited on microcomputers at present, and are much more effective on large mainframe systems with their faster speeds and much larger storage facilities.

It is certainly true that large numbers of the earlier American music education programs were designed as drill and practice exercises for individual students to work at on their own. However, today the trend is very much towards more open ended programs which allow individual or groups of pupils to experiment, explore and experience aspects of music, with perhaps open-ended tasks involved. Rather than being separated from the teacher, programs are now being produced for use by the teacher as a teaching aid, with whole classes or groups, or certainly for use with a teacher present to guide the overall teaching strategy, learning flow, and level of demand.

Such programs have a great deal of built-in flexibility and are like a resource which the teacher or pupils can call upon to help with particular illustrations, concepts or activities. Programs of this type have the potential of being much more effective than individualized programs, as the teacher, who knows the level and background of his or her pupils intimately, can tailor its use to their particular needs. This does, however, raise the question of some form of teacher training being essential to utilising this material to the full.

The TIMA (Investigations on Teaching with Microcomputers as an Aid) Collaboration is currently researching into the uses of microcomputers in music education, in parallel to developing new music programs. One research project is involving eight schools in Plymouth (four primary and four secondary) and two schools in Nottingham.

These schools are being provided with about 50 music programs for the BBC microcomputer for the Spring term 1984, covering a range of music activities and styles of use. Most of the programs are as yet unpublished, and they include draft versions of several of the TIMA programs. Most if not all of them will be assessed by each school using a detailed form, and teachers allowed to plan and use any of the programs with any class in their school, provided they consider it to be educationally useful and appropriate. The mode of use, ie with whole class, large or small group or individual, is also left to the teacher.

A large number of these lessons, when the computer is being used, will be carefully observed, and the observers' notes supplemented by teachers' report forms and children's work as appropriate. From over the term a large file of information and assessments will be gathered, indicating fruitful areas of use and positive ways forward, as well as assessing the quality of existing software and where this could be improved.

The teachers involved are also being closely monitored, with detailed questionnaires being given at the start and end of

*continued on next page*

### THE BACKGROUND

The connexion of computers and music is not new. Over 25 years ago early experiments in using large mainframe computers to produce music via special digital to analogue sound production equipment were carried out by people such as Max Mathews at Bell Telephone Laboratories in New Jersey USA. This music synthesis and composition work using large sophisticated computers has developed into a large scale science and art, with computerized music studios throughout the world.

Some of the best known are at IRCAM in Paris, Massachusetts Institute of Technology in the USA, Utrecht in Holland, and at American universities such as Princeton and Stanford. Annual international computer music conferences are held and current developments are reported in magazines such as *The Computer Music Journal* published by MIT Press. In the United Kingdom, individuals, music groups and university music departments engaged in composition with the aid of computers, have formed a group called Electro-Acoustic Music Association (EMAS), and newsletters are produced regularly.

Using computers specifically for music education started in the late 1960s mainly in American universities, and a large number of programs, particularly dealing with music fundamentals and aural training have been produced on their large computer systems, including the PLATO systems at Stanford and Delaware. Many of these universities began collaborating in this area of work by forming in 1976 the National Consortium for Computer Based Music Instruction (NCCBMI).

At present high quality music production still remains fundamentally the province of the large mainframe computer system, as this generally requires much faster computing speed and a much larger amount of data storage than is available with microcomputers. However, in the realms of music education, sound output of sufficient quality could be produced for most instructional purposes.

Most of this early microcomputer-based music education material was produced using the Apple microcomputer system, with additional sound-producing hardware, ranging from low-cost (£100 approx) ALF synthesizer boards to velocity sensitive electronic keyboards such as Alphasyntauri or Soundchaser at around £1[illegible] extra. The extent of use of the Apple microcomputer can be seen by studying a catalogue of about 300 music education programs for this machine, costing in excess of about $10,000 (US), which could be obtained from Denis Moreen in Berkeley, California.

Nearly all the material is designed to instruct individuals in fundamentals of music theory and aural training, though some utility programs for helping with composition are available with the more sophisticated add-on systems.

While not having the same number of programs available, the Tandy TRS80 microcomputer has also been used as the basis for music education systems, such as that at Wilfrid Laurier University, Ontario, Canada, where a piano quality polyphonic keyboard for input and a 16-channel sound synthesizer for output have been built to allow composition and instruction in a variety of skills to be undertaken, as well as more traditional aural training exercises.

Various tracking forms, music education utility programs for teachers with no computer experience, and computers have existed for a number of years without making a lot of impact in American universities and [illegible]

EXTRA

*continued*

the trials as to their normal music teaching content and style, and their expectation (before) and opinions (after) of the usefulness of the microcomputer to specific areas of music education.

A preliminary paper summarizing the results of this research will be made available in the Summer term 1984. In addition to these trials, a specific experiment is to be started in eight Somerset primary schools in the next month using an ITMA program specifically written in collaboration with the Music Inspector and development team of teachers to match and support the particular Growing Up With Music scheme as used in Somerset.

The program, currently being finalized, will be trialled and closely monitored in these schools and the results *directly compared with other schools* in Somerset undertaking the same scheme of work without a microcomputer. Thus, with access to comparable control groups, absolute measures of the advantages and disadvantages of using a microcomputer for this work should be possible. Again, results of these trials will be made available in the Summer term.

ITMA is also investigating the use of electronic chromatic tuners as pitch input devices to a microcomputer. These hand-held devices are capable of recognizing the pitch of notes which are sung or played on a wide range of musical instruments, over about six octaves. Successful interfacing of such a device to a microcomputer would open up a vast area of extra music education work, from individual notes sung in response to specific questions in programs, to an easy and natural musical method of entering a melody vocally or instrumentally.

In conclusion, microcomputers and electronic musical instruments have, between them, vast potential in music education, and as these technologies merge together over the next year or so, the educational effort is likely to be even more startling. Such developments must inevitably provide a significant boost in interest and musical involvement of pupils in schools and throughout their lives.

**Books**

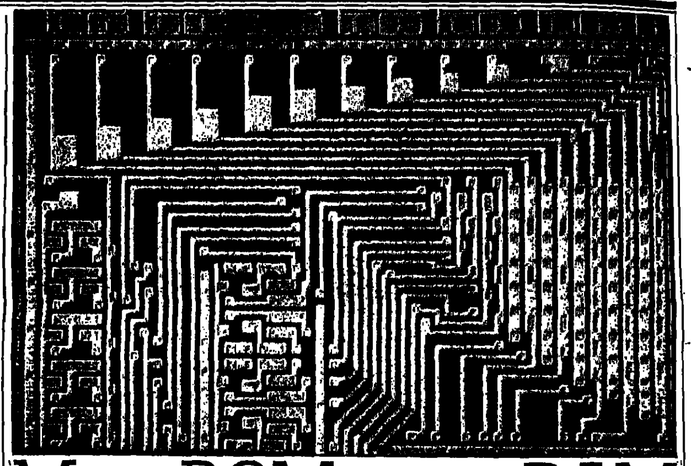
*The Musician and the Micro: Ray Hammond (Blandford Press).*
*Introduction to Computer Music: Wayne Bateman (Wiley-Interscience).*
*Musical Applications of Microprocessors: Hal Chamberlain (Hayden).*

**Periodicals**

*Electronic and Music Maker (Incorporating Computer Musician)*
*Electronic Soundmaker (Incorporating Music)*
*Computer Music Journal Pub. MIT Press, 28 Carleton Street, Cambridge MA02142, USA.*
*Music Educators Journal (particularly Jan 1983 issue on Technology) from 1902 Association Drive, Reston, Virginia 22091 USA.*

**Associations**

*National Consortium for Computer Based Music Instruction (NCCBMI) Contact: David Peters, Music Education Division, School of Music, University of Illinois, Urbana, Illinois 61801 USA.*
*Electro-Acoustic Music Association (EMAS) Contact: Educational Working Group Leader, Melvyn Poore, 3 Little Warton Road, Warton, Tamworth, Staffs.*
*Technology in Music Education (TIME) Contact: Joe Telford, Cleveland Educational Computer Centre, Prissick Base, Marton Road, Middlesborough, Cleveland.*
*Investigations on Teaching with Microcomputers as an Aid (ITMA) Contact: Colin Wells, ITMA Collaboration, College of St. Mark & St. John, Derriford Road, Plymouth, Devon PL6 8BH.*
*Colin Wells is working with ITMA (Investigations on Teaching with Microcomputers as an Aid), directing research in the field of microcomputers in music education.*



# More ROM, more RAM

## John Laski reviews two new add-ons for the BBC Micro

**Parallel ROM boards**
ATPL, Station Road, Clowne, Chesterfield
GCC, Sawston, Cambridge
Sir Computers, Whitchurch Road, Cardiff
Watford Electronics, Watford, Herts, about £35
**Parallel RAM board**
Cambridge Computer Consultants, Cambridge, about £95
*Educational establishments can usually get a discount on published prices.*

The BBC Micro is an odd mixture of home game-playing computer and a professional's machine. It has stupendously good graphics, but if you use them you only have 3K bytes left for your program and data. That is fine for arcade games, but for anything else you are restricted to the screen mode that uses up the least store possible, but no graphics. There are intermediate modes, and a lot of crafty people have written crafty programs that make use of them to use the screen creatively, but it is always a struggle to fit the program in the available space.

An ingenious feature of the design, however, is the use of the so-called sideways ROMs to hold 16K of memory that cannot be written to. Thus the user can put the code of dedicated programs in the ROMs so that they are permanently available. So far this has been used mostly for languages and wordprocessors, but those who understand hardware and have taken to using the BBC where, once, they would have had dedicated minicomputers, now put their laboratory control programs in ROM. What will shortly happen is that large programs will appear in ROM for reasons of reliability and security from piracy.

Logically, there can be sixteen sideways ROMS, but, physically, there is only room for four on the BBC's board. When a computer is designed to a price, as all home machines must be, there are a multitude of compromises that have to be made, and when one looks back, it is very rare not to want to remake them. The limited number of Physical ROM slots seems to me to *have been a decision that has stood up* well so far at least to user's demands.

However, what Acorn do not provide, other, smaller firms see as a good market, and, as with IBM and the plug-compatible peripherals of a decade or two ago, some interesting hardware add-ons are being made and sold.

The first group to appear were the alternatives to Acorn's Disc Filing System chip, which was in very short supply a year or so back. Watford Electronics supply the most interesting This allows 62 files per drive rather than Acorn's and everyone else's infuriating limit of 31 but alas, it seems rather sensitive, and won't work reliably on quite a few machines.

The problem, which applies in some degree to all these add-ons, is that the various chips in the BBC Micro all work at slightly different speeds, though manufacturers accept some tolerance, and designs the layout of their machine so that the connexions between individual chips are short enough for timings not to get out of phase. Another problem is that heat affects timings of individual chips in individual ways, so that what might work when switched on cold will go crazy ten minutes later.

There are now several suppliers of sideways ROM boards that fit between the BBC's main board and the cover. Some plug into sockets on the micro, and have space on the board for the displaced chip, others get glued to the top cover, and they all require one to three additional connexions, some of ribbon cable. However, they can all be installed by anyone who is handy enough to unscrew the computer's cover and extract and insert chips without damaging their legs. However, the advantage of going to a dealer is that, if your machine is one of the difficult ones, you have someone nearer to blame if things go wrong and also someone who understands how fully the ROMs are buffered on to the particular design of board.

It is obvious that an extra board will get in the way of air circulation, and itself generate heat, so, if you are unlucky and have a micro with chips near the acceptable tolerance limits you may find yourself in trouble. What is worse is that the cables and wiring on the board increase the delays between gates on the various chips. However, only a few per cent will run into such troubles, mostly, though I have heard of cases to the contrary, the suppliers seem to be very willing to rehind the forty or so pounds their board has cost you.

When such boards are more widely available, I forsee classroom machines having in ROM the dozen or so programs to which half their time is dedicated. It would often make discs unnecessary, or, at least, allow them to be shared between three of four machines.

The most exciting add-on is the Aries sideways RAM board from Cambridge Computer Consultants which provides all 32K of RAM to be addressed, only the instructions driving the screen itself being routed thither. Thus, it is possible to have just as much working store in modes 0 and 1 as you have in mode 7. And you get more than this. Acorn have allocated Aries an operating system call so that you can force access to the original memory rather than the sideways memory. Thus, with a bit of crafty programming, you can have all of 51K addressable in mode 7.

The existing sideways ROM boards, with the possible exception, and then with a bit of bending, of the GCC and the Watford board, cannot be fitted with the Aries board. The Aries people have designed a compatible sideways ROM board that should be available in a month; they refused to put on more than 12 ROMs, not only because of heating problems, but also because they do not believe that the power supply in the BBC micro is rugged enough to drive more. They think that an external board with its own power supply would be a far better bet if you want to drive the full 16 ROMs, and then you can use cheaper RAMs for software development: this itself will make it more likely for software to be produced on ROM.

These developments augment the BBC Micro considerably, and in many situations it would probably be a better for a school to get two pairs of extension boards rather than a second processor, particularly since they can be internally mounted.

These boards are going to shape one possible future for the machine, and those concerned with a time-scale of more than a single term should be thinking about their implications.









EXTRA

# Graphic means

## Derek Ball and Barrie Galpin on the use of PROLOG

Seymour Papert's book *Mindstorms* has sparked off considerable interest in "turtle graphics" and several publishers have now produced packages which allow pupils to move a "turtle" around the floor or around a computer screen. Turtle graphics is only a small part of the programming language, LOGO, a powerful and flexible language in which applications packages can be written. The next stage of development could be the use of languages such as Logo to unify the newly available "turtle geometry" with the other geometries commonly taught in schools, by enabling, for example, points on the screen to be named, and lengths of lines to be calculated.

PROLOG is a relatively new programming language which, like real Logo, is a language for processing lists. It has recently become available on the RML 380Z microcomputer in a version that supports the use of graphics. A research project has been set up at the University of Leicester School of Education to develop packages using Prolog with graphics, to assist the teaching of geometrical topics to children aged between 11 and 14.

Three of these packages are currently being tested in schools and the teachers using them are enthusiastic about the opportunities offered by the materials. By using Prolog it is possible to write the packages so that they can be used in a large number of different

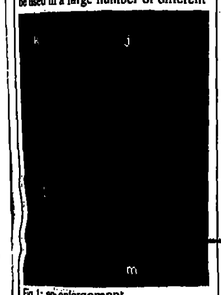


Fig 1: an enlargement

ways and can support a variety of teaching styles.

The first package, called *Caldraw*, provides a general facility for drawing and calculations. The package offers the usual turtle commands (forward, back, right and left etc) and the facility to create programs to draw shapes. Additional commands are also available.

The current turtle position may, for example, be named with a letter. The user may then use a number of other commands which refer to a point named in this way; for example, the turtle can be told to face A, or to move to A. When several points have been named a command such as DISPLAY ABCD will draw the named polygon and it is also possible to specify vector movements (with the command STEP AB) and to construct a perpendicular from a point to a line.

Once points have been named you can get the computer to calculate the lengths of lines, the sizes of angles and the areas of shapes. This opens up the possibility of using the package to teach a great variety of geometrical topics. You can, for example draw a quadrilateral on the screen and then investigate such properties as the sum of its angles, its area, and whether any of its sides are equal.

To help you discuss such matters the *Caldraw* package offers you the option of superimposing a square grid on the drawing, (particularly useful when dealing with the area of shapes). Furthermore, shapes may be stored in data-files and recalled easily when required. In this way you can prepare in advance diagrams which you wish to use in a lesson.

The structure of the Prolog language is such that it is easy to add extra facilities to an existing package. Thus it is possible to add to *Caldraw* those commands which may be needed when teaching any particular geometrical topic. An example of this is the extra unit which can be used in conjunction with *Caldraw* to aid the teaching of the topic of enlargement. This allows the teacher to draw his own object using the turtle commands (or call the object from a disc), choose any scale-factor and centre of enlargement and then use a simple command to enlarge the object.

A knowledge of mathematics will recognize the difficulty of producing accurate, fast constructions of this sort on the blackboard and may welcome the possibility of using the computer to demonstrate this on a large television screen, particularly as they can then use the machine to calculate the lengths, angles and areas of the object and its enlarged image.

Another package currently being tested allows the user to construct and investigate the properties of a set of shapes known as pentominoes. These consist of five equal squares placed together so that they touch along an edge. There are 12 essentially different ways of arranging the squares, and finding the 12 pentominoes is a worthwhile mathematical exercise, which involves discussing issues such as whether two shapes are to be counted as different when one is a rotation or a reflection of the other. Usually this investigation is carried out by pupils working on squared paper.

The package called *Pentoms* allows them to be built up (and then rotated and reflected) on the computer screen and this provides the teacher with an easy way of discussing some of the issues with a group of learners.

Once the pentominoes have been constructed, their symmetries and other properties can be discussed and they can be used to draw tessellation patterns. The package provides the facility to move the pentominoes around the screen very quickly and easily, so that complicated tessellations, such as the one shown in Figure 2, can be drawn.

This package, like *Caldraw* is very flexible. The user can, for example, write a program to draw a different shape, (eg a hexomino) and use that to produce a tessellation pattern.

Also provided with the package are a number of puzzles. One of these draws the outlines of two of the tiles on top of each other and asks the user to identify them, providing a challenging exercise in spatial reasoning. Other puzzles provide rectangles to be filled using the pentominoes.

The third package already produced enables two, three or four turtles to be displayed on the screen simultaneously. In this package the user is able to control the movement of one turtle while the other turtles move in related ways. This enables learners to consider the properties of transformations and to investigate the combined effects of two or more transformations.

Characteristically the user remains in control of the situations being displayed and is able to change the type of transformation with ease.

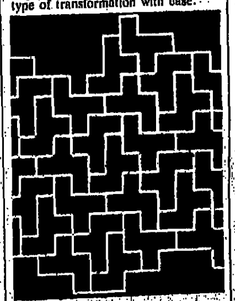


Fig 2: a tessellation

One of the outstanding properties of the Prolog-driven turtle is the speed at which it will draw pictures on the computer screen. In recent turtle-racing at Leicester the entepost favourite, Logo, from the Edinburgh stable (RML 380Z) was beaten by the Hertfordshire-based, DART (BBC), but only by a short head. However, the locally bred turtle, Prolog-with-Graphics, was able to outpace both the others easily when given the command TURTLE RUNS. When given a different instruction, TURTLE HURTLES, it proved itself to be in a completely different class. For example, RML's Logo takes about 8 minutes to produce the spirals shown in Figure 3, whereas Prolog-with-Graphics can do it in less than 10 seconds.

Speed is, of course, not only criterion that should be used to evaluate turtle performance. But speed is an important issue for those wanting to write a wide range of applications packages that make use of turtle graphics. When speed, flexibility and the range of facilities described in this article are all taken into account, it seems clear that Prolog-with-Graphics will play an important part in the further development of computer-based geometry teaching.

*Derek Ball and Barrie Galpin are involved in a MEP project on the use of PROLOG in schools at the Leicester School of Education.*

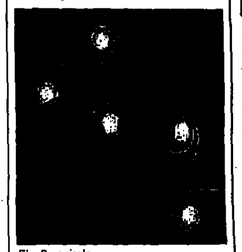


Fig 3: spirals

# Language prompt

**Pupils at Whitebrook School for the deaf using the BBC Micro which has been provided by one of the teachers. All the children are profoundly deaf 11 years olds.**

**A particular need of profoundly deaf children is material to promote language development, and many of the programs used at the school have been written for this purpose. In one, for example, a cartoon animation is shown and the child drives a cursor around the screen to build an appropriate sentence from a given selection of words. In another a complete sentence appears after the animated sequence, but with the preposition blanked out. The pupils selected a preposition from a list on the screen.**

**Using an adventure programme similar to the well-known *The Hobbit* the children can instruct the computer, choosing from options offered by the program, to move round the school building looking for treasure. The computer reports back on where it has got to and the child types in the next instruction.**

**Teachers at the school are finding that pupils, when working in small groups with a computer, are motivated to communicate with one another, in order the solve the problem together. It is hoped that this will lead to an improvement in linguistic development.**

# Screen tests

## Bill Hicks on the latest developments in the marriage between computers and video

New life has been injected into the videodisc industry with significant developments, both in the use of the disc as an educational medium to interface with computers, and towards the much-heralded future of electronic publishing.

In November, Thorn announced that a new version of the VHD player (the 3D01, made in Japan by JVC) will be sold to the "commercial, industrial and institutional" markets from the beginning of 1984, in limited quantity, and, most importantly, with a comprehensive software production and advisory service.

Unlike LaserVision, VHD is not a laser-Optical system. But its grooveless capacitance tracking system enables almost as high a degree of interactive flexibility. The 3D01 player, for example (price £395 excluding VAT), offers three different levels of "access" to the information on the disc – by "chapter", with up to 100 chapters per side of the disc; by time-code, with up to 3,600 "addresses" each side (one for each second of the 60 minutes' linear playback time); and by single frame or page number. VHD offers 45,000 of these on each side, giving one VHD disc even greater potential frame storage than LaserVision (54,000).

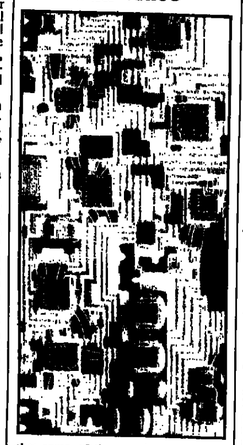
All these "addresses" can be displayed on screen as they are keyed in on the remote-control keypad. And of course, the whole lot can be hitched up to a microcomputer – almost any micro, in fact, including low-cost home machines like the Atari 800 – using a modified Centronics interface (price £95).

Generally speaking, the VHD hardware can hold its own against the professional LaserVision players recently introduced into Europe with much success by Phillips. Where Thorn is far, far ahead of its rivals, however, is in the area of software, with their own "Software Advisory Centre" put at the disposal of any organization wishing to use videodisc in its training, promotional or internal communications programmes.

If necessary, Thorn will provide everything, from a consultancy service to determine what type of software, if any, is suitable, through programme design, production, pre-mastering (where all the visual and audio material to go on the disc is committed to a one-inch videotape) to mastering and pressing of the disc, installing the player systems, and teaching staff how to use it.

The price is high – but not, perhaps, as frighteningly high as those viewing an interactive videodisc for the first time might imagine. Production costs, of course, are entirely dependent on the type of programme being made. Thorn's basic charge for disc mastering (turning all the material into a "mother" disc for pressing) is £1,750 for each 60-minute side. The cost of each disc pressed from the master varies with quantity ordered, from £23 each for orders of 10–50 discs, down to £7 if more than 500 are ordered.

What we can hope for, perhaps, is



that some of the massive companies currently making sponsored educational films (Shell is the obvious example) will think about making a sponsored videodisc for schools and colleges. Thorn itself has already equipped its TV rentals company with a fully interactive videodisc system (using the Atari 800) linked with the VHD player and a small portable CTV as a "station"), to train and refresh its 4,000 service engineers. An experimental disc covers topics and sets of multiple-choice questions. Students respond with an electronic light-pen, touching the appropriate answer on the screen. Depending on their answer, they are directed onwards; or back to revise the subject. And their scores – shades of 1984 – are fed into the computer, so that management can find out instantly how any engineer at any depot is progressing.

Longman Video have embarked on the first stage of a commercial project, in association with the American encyclopaedia publisher Grolier – to make a videodisc equivalent of the "Academic American" family encyclopaedia.

Jan Maulden, head of Longman Video and Longman's Leisure Learning division, covering print and computer software materials, emphasizes that the video division was formed specifically to explore the new world of electronic publishing. The fact that it has established itself as a leading distributor of quality films, music and childrens' programmes on video-cassette is almost incidental.

In the two months since the pilot encyclopaedia project began, Ms Maulden has become aware of the vast difference between the theory of interactive videodisc, and the actuality of attempting to produce one.

The aim of the pilot scheme is to take one or two key topics from the proposed first disc in the series – which happens to cover human biology, medicine and the related sciences – and work them into visual, audio, and textual material suitable for laserdisc.

By April, it should have provided Longman with a basic methodology on which production of the encyclopaedia (which could run to at least 20 LaserVision discs, issued at regular intervals) can be based. Then, the first disc will be completed and test marketed before a final go-ahead for the whole project is given.

The encyclopaedia will be designed for an average family, which, according to Jan Maulden, means making everything accessible to the intelligent 12 or 13-year-old.

"We have no intention of converting a 20 million word encyclopaedia into a disc," she stressed. "Nor will it merely be a gigantic frame store with the occasional page of text. The 54,000 still frame capacity is more useful as a learning resource if a discrete soundtrack can be provided with each frame. There will, of course, be text, mainly in the form of subtitles – short, hard facts.

"What we are trying to create," she adds, "is a screen encyclopaedia, which must provide excitement as well as information and knowledge. The excitement will depend on the quality of the images, and already the team has found that new skills – video special effects, computer animations, and sound effects – will be as, or more important, than conventional film techniques. Longman believes the project should not be inordinately expensive, and is making much use of the cost-effective skills of the A-V producer.

The greatest challenge, however, is deciding how to structure the mass of knowledge represented by an encyclopaedia for videodisc. It is important not merely to exploit the undeniably astonishing potential of the laserdisc to the full, but to do so in a way that advances educational publishing as a whole.

Ms Maulden believes the approach her team is working on – organizing knowledge, not alphabetically or chronologically, but by "key" or "header word" – is likely to be the best method. Each disc will be indexed by varying numbers of headwords, which, once assessed, entice the user into making his or her own explorations of related topics. A videodisc also allows users to make sudden jumps forward or backward – like turning over a few hundred pages of a book: or to "browse" with fast search.

Grolier, which publishes several different encyclopaedias in the USA, has developed an on-line encyclopaedia database. Eventually, it is planned to make this available to users of the disc encyclopaedia – presumably via some form of viewdata terminal – so that virtually unlimited quantities of supplementary text and graphic information can be summoned at the touch of a few keys. This will provide instant updating of the encyclopaedia, overcoming the age-old dread of publishers, that a major news event the day after their tomes go to press can render them obsolete even before they are in the bookshops.

The first disc, however, is designed for "stand alone" use – that is for use on a standard LaserVision player; with no computer or extra memory needed. This could be overtaken by technology, if low-cost computer-videodisc units are successfully marketed, but Longman does intend to address itself to this field later on. With even the future of a "stand alone" disc market by no means assured, Ms Maulden is nevertheless happy there will be a demand for the type of material she is pioneering.

"The delivery system is immaterial: it could be a videodisc, it could be some form of subscription cable television service – but there will, I believe, be screens in homes and a desire to learn from them."









# Program for homework

## Ray Hammond on a new phenomenon at open nights – the computer-anxious parent

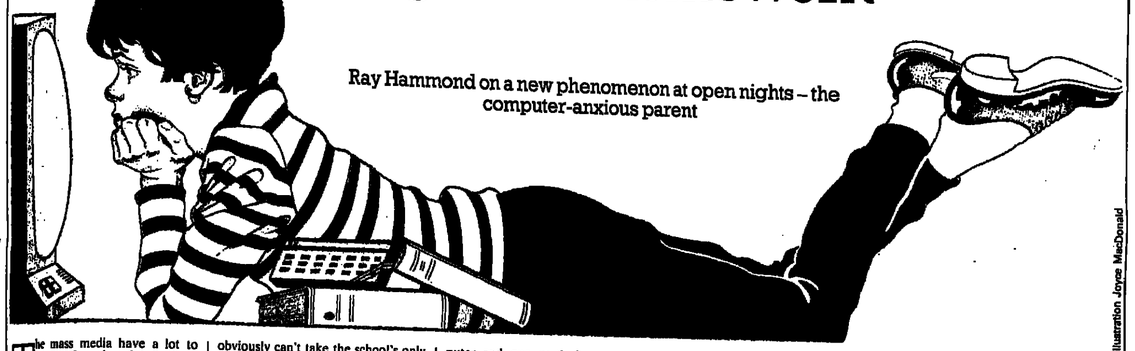


Illustration Joyce MacDonald

The mass media have a lot to answer for when it comes to computers. If you were to believe the popular papers it would seem that computers are throwing the Western world out of work at the same time as being Mankind's saviour. Neither extreme is true of course. The result, however, is that parents now think that computers should be at the centre of their child's universe. A new phenomenon has appeared on open nights: the Computer-Anxious Parent.

The CAP (the world of computers thrives on acronyms!) demands that Johnny "gets computers" without carrying how, or in what form. Many parents seem to believe that "getting computers" will somehow save their child from the prospect of the dole and their insistence reflects their worry over the future prospects for their children.

Teachers are in an invidious position, especially in primary schools. It seems as though the DoI has actually gauged up with the Computer Anxious Parent to ensure that Johnny gets computers - whether or not they are appropriate at this particular point in his education. As the cardboard boxes containing the dreaded machines continue to arrive, so parents are hyped into believing that computer education is automatically good education. Many parents are buying their children computers in order to try and buy an educational advantage for their child and it is in this area that the teacher is likely to face the biggest problems.

Many are now buying Acorn Electrons because they are supposed to be compatible with the larger BBC machines. These parents are expecting their child to bring school programs home to use as homework. There are several problems. The first is that some BBC programs used in schools are *not* compatible with the Electron. One of the BBC computer's modes – mode 7 – is missing in the Electron architecture and programs which rely heavily on this mode will not transfer. It is, as yet, impossible for parents to upgrade Electrons to BBC standards and although many BBC programs will run on the machines, there will be some disadvantages:

Some BBC programs use double height characters in displays and these will not appear correctly on an Electron screen display. The programs which demand function and cursor keys cause problems and sometimes on-screen program instructions appear garbled. Most of the BBC programs which will run on Electrons, run more slowly and this can sometimes spoil the effect of a program. Moreover sound effects are erratic when transferred. The CAP must be warned of these limitations.

A thornier problem is copyright. A couple of years ago nearly all of the programmes used in education were written by dedicated teachers who passed the ownership of their programs into "public domain" for the good of education generally. This means that anyone can appropriate programs and use them free of charge without having to ask permission or even copying or distributing the program.

The public commercial publishers of software for education are understandably horrified at this practice. Software sales to schools underwrite the cost of continuing this work in the future. Teachers obviously can't take the school's only copy; unless he's particularly reliable he won't be able to take *any* of the school's working copies because he's bound to forget to bring it back. So should teachers make a copy for him?

It is true to say that computing is unlike most other school disciplines in that pupils actually WANT to continue their classroom computing at home. This makes a delightful change. But where should the program come from? It is tempting to provide the keen pupil with a copy, but what about copyright? Who is to do the copying?

The simple answer is that teachers can't give copies of commercial programs to their pupils no matter how deserving the cause. As we enter into the information age, I believe that pupils will have to fully understand and appreciate that property can consist of electronic pulses as well as things you can do of words in a book. You can't copy a book; you have to lend it.

The case with which a tape or disc can be copied doesn't lessen the value of the material stored on it and in my opinion every teacher has a duty to set pupils the correct example by not abusing the copyright of programs stored magnetically. However, some teachers will disagree with this point of view.

An answer to this problem might be either to loan a copy of the program to the pupil or to provide the child or the child's parents with the address of the program vendor and suggest they buy a copy. As more and more BBC programs are re-written to run properly on the Electron, so the teacher will be provided with the perfect excuse for recommending the purchase of a program.

However, if a program is in public domain, the task of copying a single cassette or disc is not daunting. But who is going to provide the blank tapes and discs, and who is going to give up a lunch break to make 12 copies of a program? This is a question which must be addressed by l.e.a.s and provision made for it.

I believe that the resources should come from the pupils. It is reasonable to suggest that they provide their own storage media if they want to take copies of school programs. In the USA there is a growing trend for pupils to provide their own resources, but an important adjunct to such a scheme is a loan pool of equipment and programs available to children whose families are not able to supply such equipment.

In the short term, computer clubs are good places to get school program copying done. Very often the child who actually wants a copy of a program will be prepared to give up his or her own time to do the copying and if this can be arranged within the structure of a computer club meeting it will avoid the need for supervision.

The Computer Anxious Parent also comes in another guise: the semi-expert. The home computer is turning hundreds of thousands of dads into quasi-experts in the field of computing. For many it has become a major pastime and they will want to question you closely about the choice of machine, programs and programming languages. It will often appear that they know much more about computers than you do; but this knowledge is likely to be superficial and is usually coupled to one aspect of computing.

puter and one particular computer language. This type of parent however will certainly keep teachers on their toes.

One of the current misunderstandings dogging educational computing is over different dialects of BASIC. There has been considerable correspondence in the computing press recently between pupils and students who are worrying whether their brand of Basic is acceptable for computer studies examinations. Many teenagers learn one dialect of the language at home – on Vics, Dragons or Tandys – and are then faced with the school's demand that they learn BBC Basic. Often examining boards are prepared to accept programs written in any dialect of Basic, but many schools choose to insist that pupils switch to the Basic used in the syllabus. The result can be a confusion of programming ideas.

Basic is still the computer language of the home computer but the unhappy fact is that most universities which run computer science courses have to undo most of the computer programming taught in secondary schools. Teenagers who become programming fanatics don't often make good professional computer programmers or scientists, it is different skill. The obsessionist teenage programmer is applying adolescent introversion to artificial intelligence and is unlikely to be building up the cool analytical skills upon which professional programming depends.

Parents who demand that their child should be taught how to program and

to be told gently that universities which take computer entrants prefer that a computer language has *not* been previously taught. Parents might also usefully be told that children who learn Basic are *less* likely to find employment in the computer industry than those who have merely used computers as a normal part of their curriculum.

The CAP is likely to be a prominent feature of the open evening for some years to come. As the computer revolution really gets under way the vast majority of children will have some private access to computer power. Balancing the child's open-minded approach to the subject against their parents' media-influenced image of the computer will become a major

**Mr T Tells the Time**
**Mr T's Alphabet Games**
**Mr T's Number Games**
**Mr T's Measuring Games**
**Mr T's Money Box**
**Mr T's Shape Games**
Good Housekeeping/Ebury Software £12.95 each. *All for BBC Model B; 48K Spectrum versions available for Time and Money*, and coming for other computers.
**What's the Time?**
**First Number**
**Paddington's Early Visit**
**Paddington's Shopping Mix-up**
**Paddington and the Disappearing Ink**
**Paddington's Problem Picture**
Collins Educational, £5.95 each; for 16K and 48K Spectrum.

# Driller skiller

Go into any big W H Smiths, and it's all too plain that, even if *Driller Killer* has disappeared from the video libraries, Driller Skiller, the educational computer nasty, is prominent on high street shelves. So bouquets should be sent to Ebury Software and Good Housekeeping for attempting something serious in the way of programs for young children and their parents.

Collins Educational, on the other hand, should be sent straight back to the drawing board – and fast. Most of these programs are a disgrace.

Even the most basic editing has not been done: "halfway" is spelt "hafway" (and not by Paddington); the program to show how to draw numbers starts the 8 in the middle and draws the bottom loop first.

Three of the Collins Paddington packages are labelled as suitable for pre-school and early learners. Yet they call for highly sophisticated time-telling skills, expect children to toss off cyan and magenta as names for colours, and deliver difficult computation and counting practice based on tiny shadowy and flickery blips (at least on my colour TV). My early learner rapidly discovered a way of subtouging the screen displays – and took great pleasure in doing it.

The mainly boring drills and games are not helped by one or two ambiguous questions, some unreadable text, some misleading displays, and some cramped and confusing layout. Perhaps it isn't surprising that the publishers have failed to provide any guidelines for parents as to how these programs might be used.

The best thing about the packages is the books, which is not saying a lot: *Time* and *First Numbers* come with standard infant workbooks and the Paddington sets each have a routine little Paddington story, with clear print and black and white pictures to colour.

The Ebury/Good Housekeeping set of programs is in a different league entirely. The programs appear to be the results of a productive collaboration between experienced infant teachers and good programmers. They take some of the bread-and-butter activities of the infant classroom, and encourage parents to go in for them, with their children on their laps.

There is a strong emphasis on giving children mathematical vocabulary – bigger, taller, wider, more, less, different. The parent's handbooks clearly explain the point of the programs, and suggest activities for parents and children away from the TV screen.

The programs themselves are thoughtfully designed. Children are mainly required to use only the space bar or key. Parents have the option to turn off the sound. Levels of difficulty are self-adjusting – unless a parent or older child wants to change them. The graphics are clear, chunky and often engaging. On the rare occasions where there is text, it is bold and readable, with keywords highlighted. This is the "tutor's face of drill and practice, least because it contained the only program in the whole set that began to put the computer's capabilities at children's disposal. Children can build up pictures by choosing shapes (the options are circle, square, equilateral or right-angle triangle), making them bigger or smaller, or, (apart from the circle, which seems to have defeated the programmers), wider or taller. Shapes can be moved to any part of the screen, and coloured.

Four-year-olds enjoyed playing about with the shapes (with someone to help and interpret): seven and eight-year-olds had to think hard to build up pictures, and enjoyed it. On the other side of the tape, there was a shape making game they all also enjoyed, a kind of electronic Brainy Blocks where shapes has to be fitted into larger patterns. The variation in levels of difficulty was good, starting very easy and moving gradually to quite complex patterns.

*Measuring Games* also used the computer's capability to play with shapes well – though it did not allow children to use it. The programs called not for measuring, but for visual discrimination of size, and they helped children to understand, for example, the difference between higher and taller. They had clever graphics and a wide choice of difficulty.

*Money Box* came rather unstuck over the difficulty of clearly representing coins on the screen. But the booklet rightly suggested using real coins, and there was a nicely designed game to help children learn the different values of coins.

*Number Games* and *Alphabet Games* both had a good facility for getting the computer to draw big, solid numbers and letters, and some reasonably engaging counting and matching games. *Time* was carefully thought out but duller: parents might do better to go out and buy their children a nice clock.

But taken as a whole, this set of programs was good enough to start thinking about the potential of home computer software for children, parents – and schools. No doubt some teachers will be highly doubtful about the merits of parents settling down with young children to school-type activities. But the astonishing results of all the experiments to involve parents [illegible] read should make them think again.

There is no doubt that this kind of program can, rather successfully, encourage parents to behave like infant teachers. If the activities are worth doing in the classroom, where teachers must divide their attention between 25 or 30 children, they are worth doing at home, cosily and one-to-one.

**Virginia Makins**

**Glider**
**Survival**
£9.95 each
48K Spectrum
Sinclair and Macmillan.

# Flights of fancy

These two simulations were designed to fit Macmillan's Science Horizons series, but would fit any relevant junior or early secondary work. *Glider* is a nice simple flight simulator, well within the grasp of junior age children. After choosing the time of day and weather conditions to start your flight, your glider is towed up to 300 metres and released.

The idea is to find thermals to gain and keep enough height to explore the island below you, and then to land at the air base (or, failing that, on grassland). As you fly, you see your position on a large-scale map of the ground below, with details of houses and factories, woods, ploughed fields, sea and so on.

The weather may change from sunny to cloudy, and thermals vary depending on weather and time of day. A variometer shows your rate of climb or descent, so you know when you've caught a thermal or should head quickly for a town or a ploughed field to find one. Your height is shown, and a dial gives the direction back to the base.

There are eight choices of direction – North, Northeast etc – and an option to circle, to land or catch a thermal. A small-scale map in the accompanying book[illegible] to plan your flight, and a pause button lets you stop to think.

With these relatively few instruments and variables, the eight and ten-year-olds I saw running the program quickly began to fly intelligently – rather than pushing keys at random – and they enjoyed it a lot. The program could fit a wide range of work, on air, flight (including birds), maps – and provide interest and motivation.

*Survival* was much less popular with the consumers. It is designed to demonstrate how animals live – the food and water they need, their habitats, predators. You start by choosing to be one of six animals (hawk, robin, mouse, lion, butterfly, fly). You then choose a starting point on an eight-by-eight grid representing the world – but not, amazingly, laid over a map.

You then see a smaller grid which shows your immediate surroundings (sea, fresh water, hills, woods, scrub, towns, grass and ice-caps are colour-coded) and whether there is food or a predator in view. An enlargement of the eight squares immediately surrounding you identifies the food or the predator. Meters show your energy and water levels. Using eight direction keys you search for food and water when necessary, and try to escape predators.

The program is quite subtle: the choice of habitat is important, there is a drought zone, as the animal ages food gets harder to catch and predators are more dangerous. It could come in to quite a lot of ecological work on animals, food chains and so on.

But children brought up on the astonishing 3D graphics of some Spectrum games programs are unlikely to be very taken by it. Moving around an abstract grid, with animals, food and predator represented by A, O, and X, does not simulate the excitement or terror of the chase, or the struggle for survival. Children said that they would much prefer a good book, or, better still, a video.

Both programs come with inexpensive little black and white booklets which pack in a surprising amount of information and give clear instructions to make the most of the programs. But it is careless that the one for *Survival* forgets to say how to start a new game when one is finished; not everyone will think of trying the NEW key.

**VM**





# The emperor's new clothes

**The Shiva First Mathematics Program**
Logic: Launching Logic: Sets and Operators
Numeracy: Lift Off With Numbers; Additional Fun
Four cassettes for BBC Micro (B)
Price: £4.00 each including VAT
Shiva Publishing Ltd, 4 Church Lane, Nantwich, Cheshire CW5 5RQ.

These are the first four cassettes from a series of 11 intended to cover the early stages of logic and numeracy for the five-to-eight age range. Completion is due in May, 1984. Versions of the programs will become available for Sinclair Spectrum (48K), the Electron and the RML 480Z.

None of the 10 logic programs departs from stylized representations of the logic blocks familiar to every teacher of infant children, though some of the activities may not be in such common use. As might be expected by anyone having a passing knowledge of Dienes' books or the Bulmershe Mathematics Project, the programs include filling a colour/shape matrix, chains of blocks with one attribute difference, early sorting for attribute and complement (eg red and not-red), negation (too frequently neglected), colour-change and shape-change functions.

The exclusive use of logic blocks in the programs is puzzling. Sorting and its associated logic are naturally encountered by young children in ordinary locations using real and familiar objects, on which some quite sophisticated logic work can be based. Structured logic apparatus is an artificial abstraction of the everyday world and cannot be considered appropriate for launching logic. They, of course, consider images of the blocks further distance the programs from the young [illegible]

The 10 numeracy programs offer more variety, however. Here are birthday cakes, ladybirds, and castles, and the games are more playable in the Snakes and Ladders tradition. Mathematical topics covered include sorting, one-to-one correspondence, cardinal and ordinal aspects of number, addition of numbers from 0 to 10 and subtraction. Altogether this is a more attractive package for the children.

Iris V Hewitt is to be complimented for supporting the tapes with concise and comprehensible literature with a guide to loading and a description of each program. Also included in the relevant booklets is a keyboard symbol strip (regrettably only on thin paper) indicating single key inputs for colour, size, shape and thickness selections in the logic programs. A useful addition would be some instructions for non-technical teachers on how to get a program to re-run without having to play the game right to the end.

The structure of the programs, as distinct from their content, has shortcomings in several instances which detract seriously from this software's usefulness in the classroom and its educational value.

If the shift lock has been accidentally pressed by wandering small fingers, not one of the programs will load from the menu; keys not required at any time should be made dead.

Every program requires a name of nine characters or less to be entered before proceeding. What about Christopher, who refuses to be called Chris? or Anne-Marie? Also there must be several children with the competence to play the games who are not sure about writing their name, especially typing it in block capitals. A teacher's time is unnecessarily required.

Many of the programs have a 1–10 speed option governing the rate at which, for example, moves across the screen indicating choices. The selection is made by pressing the space bar. Be warned: speed 10 requires the peak of hand and eye co-ordination. Any child who has been over-ambitious and cannot keep up, has to leave the teacher either to play out the game or substitute a more skilled pupil. There is no "quit this run" option.

An obvious but important oversight occurs in a large number of programs. In *Rockets*, for instance, a given sized rocket outline has to be matched with the correct one from eight outlines in order of size. Should a wrong choice be made, the message "No – try again!" appears . . . but the moving arrow has disappeared. There is no indication remaining of which was the wrong choice so that a sensible adjustment can be made for the next trial. Usable feedback or assistance is an essential part of learning. A passable program provides it but these do not.

It was most probably coincidence that in January two reputable publications printed requirements for a good school computer program and a set of criteria for assessing the quality of new programs. Not surprisingly some of the notions underlying each list were essentially similar. One was that a program should be educationally useful in topics which could not be taught as easily or effectively in other more conventional ways. The games described in detail in the booklets, are very good. If they were made and in use in the classroom, the computer versions would be virtually superfluous, releasing the machine for more original and useful work.

They say that emperors and empresses tend to be much more careful nowadays when buying new clothes. One supposes that they are seeking good value for money.

**Paddy Atkins**







# Fishy

**Ollie Octopus Sketchpad**
**Amazing Ollie**
£6.95 each
BBC Micro and Sinclair Spectrum on cassette
Storm Software, Winchester Hse, Wootton Grove, Sherbourne, Dorset.

These programs are presented in ordinary cassette boxes with instructions printed on cardboard inserted into the boxes, and a badge and Ollie Octopus poster included in the price. The instructions for loading are incorrect. Chain"" is the only instruction given and nothing happened when I did this. A colleague who can program eventually loaded the program by

*Tape (Return)
Page = Ampersand E00
(Return)
Chain ""

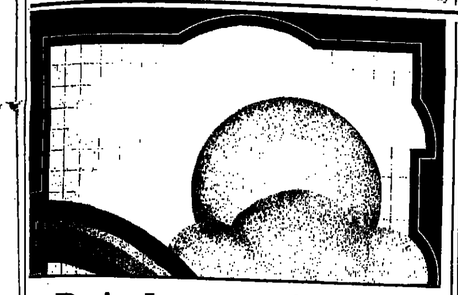
I doubt if many teachers and parents would have found that out for themselves.

*Ollie Octopus Sketchpad* is really Etch-a-sketch with a few additions, for example colour, but the children had to learn which of the "userdefined keys F0 to F8" performed a particular function and I found with our reception class children that it was very much a hit and miss affair as they did not pay much attention to the screen instructions shown at the bottom of the display. The children quite liked expanding and contracting the shapes and shading them in once they had mastered the instructions but I cannot really see any educational value. They are enjoyable and build confidence, but other programs can do this more effectively *and* are educational.

*Amazing Ollie* is of much more value. Option One helps with number recognition as the child has to move Ollie Octopus to a given number representing fish. At first the children did not realize until the display appeared at the side of the maze that the figure meant a number of fish. There is always a choice of keeping the same maze or building a new one. Option Two – here the child moves around the maze collecting fish and taking them to the baby octopuses. As they move the sum appears at the side of the maze showing the addition of fish and the number caught. I found the children were so busy going through the maze the sum was of little interest to them, except at the end when they were asked whether they were still hungry or had had enough. The children enjoyed this option.

Option Three – the class found frustrating as they were given 80 seconds to catch some fish and take it to the children. Very few managed to do so in the time allowed. The Advanced Option, Option Four, was found boring: the pupils did not like to see just the arrows appear, but preferred the maze itself. They did not like the fact that they had no idea how many fish they were catching or where they were going, but it is overall quite a useful program.

**Catherine Conlin**



# Bright periods

**Weather Station**
Cassette program for BBC(B), RML480Z or Spectrum £15.00 + VAT; disc for BBC(B) or Apple £17.50 approx + VAT, from Arnold-Wheaton Software, Parkside Lane, Leeds LS11.

There appears to be a feeling that geographical software publishing is still in an evangelical phase whereby teachers need to be persuaded that the computer's abilities are closely matched to the conventional curriculum.

At first sight it might seem that a program on weather stations is just one more extension of this trend, but in fact Arnold-Wheaton Software have managed to break out of the mould to a significant extent. They have taken data handling and information technology into the classroom, and thus paved the way towards a potential explosion of new and fruitful computer uses.

*Weather Station* is a dedicated database. It provides a framework within which the school's own data can be stored and later retrieved for display or analysis, but it is structured in such a way that it is only appropriate to weather data, in contrast to the general-purpose database programs that are widely available. This restriction reduces flexibility (and, in a sense, value for money), but it is almost certainly a necessary stepping stone to enable administrated users to sample the power of computer data-handling without having to adapt their own database.

The program is menu-driven, and in practice its operation would commence with the creation of a new datafile to which later observations would subsequently be added.

Nine information fields are entered for each record – date, maximum and minimum temperature, wind strength and direction, rainfall, cloud cover, pressure and a one-line weather summary. Most teachers would be happy with this list, with the possible exception of the absence of cloud type, but the restriction of entries to the relatively low precision of whole numbers is, perhaps, more of a drawback. Alteration of values is easy while an entry is being compiled, but becomes traumatic once the entry has been filed.

Files can be saved onto, and reloaded from, the same tape or disc that holds the program, thus turning the computer into a simple information storage and display system. More ambitiously, is the facility to manipulate the information in various ways that simulate the basic functions of a professional database. At its simplest, this process permits the data to be searched for all occurrences of a single value in a single field – for example, counting and displaying all days with 3mm rainfall and NE winds. Simple Boolean searches, such as for those days which combine 3mm rainfall and NE winds. This task may be trivial for a week's or a month's data, but becomes both creative and extremely time-saving with long data runs. It transcends mechanical manipulation of numbers since it encourages the user to formulate probing questions about relationships between [illegible] thereby makes the operation of weather data collection merely the first stage in what becomes a process of classification and interpretation.

As a final task in this context, the program permits searches based on ranges of data in the categories of maximum and minimum temperature, wind strength and rainfall – for example, "cold" days (between one and nine degrees) or "breezy" days (between three and five on the Beaufort scale).

Presumably because the program is available in cassette form in addition to the disc version here reviewed, it does have the serious limitation with sequential files that the data cannot be re-ordered once recorded. Mistaken files can be deleted, but the new versions will be added onto (and subsequently displayed at) the end of the file rather than in their correct chronological position. This makes no difference to the operation of the search facilities, but does make simple data display less satisfactory.

The problem could be overcome by restructuring the disc version to use random access files. Also following from the apparent cassette parentage of the program is the fact that the handbook is aimed exclusively at tape or Apple disc systems while other users are left to make the necessary operating adjustments for themselves.

This is an irritation rather than a burden except in the case of the sample file of one month's data which is provided on disc as a practice information set. While this could be located on a disc sector editor, it failed to load on more than the first day's data on three different BBC computers.

Despite these minor flaws the program is a very welcome and worthwhile addition to the software lists, and offers interest and valuable experience to students from upper primary to sixth form level.

In conclusion, Arnold-Wheaton Software are to be congratulated on having the courage in effect to sell to the school a licence to use the program in as many versions as it requires. It is both possible and legal to copy, list and amend this program within the purchasing school. This facility enormously increases both the flexibility and educational value of the product. It is to be hoped that other publishers will follow suit, and that teachers will not abuse this very helpful privilege, by copying beyond the terms of their licence.

**M J Clark**

# Screening COMPUTERS

**Computers, Information and You**
ed G J Neale
Educational discount price: Pupils book £2.95; pack containing teacher's notes, activity sheet masters £9.50. Bulk orders Acorn CES c/o Vector Marketing, Denington Estate, Wellingborough, Northants NN8 2RL. Software through local authority advisers or from Acorn-CES, The Hermitage, Bath Road, Taplow, Maidenhead, Berks SL6 0AR (0628) 23210.

There has been a remarkably long gestation period for this learning package for top juniors or the early years of the secondary school, but the wait has been worthwhile; clearly the Computer Education in Schools team started by ICL and now taken over by Acorn got the mistakes out of the way during the fifteen years or so that they have been working on this project, and the result is a computer appreciation course which will be a model for the rest, and one very difficult to improve on. So far we have only the first set of software and paperware: Book 2, with its associated materials, is to follow later in the year.

The package consists of a course-book, a cassette or disc, a set of worksheets and a set of teacher's notes, all good-looking, all well-conceived. The coursebook begins in exactly the right place, with the idea of information, establishing it clearly before the pupil is asked to give much thought to the kind of hardware which may make information easier to process, but also not wasting any time before giving the 'hands-on' experience which gives meaning to talk about computers.

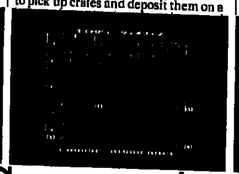
The first activity challenges the pupil to plan a route for an ambulance which will be faster than the route chosen by the program: not only does this demonstrate the power of the machine, it immediately relates to one of the real situations in which computers are used and at once introduces questions about the social implications of the information revolution. This pattern – of giving experience which is enjoyable in itself, informative about the capabilities of the computer, related to uses which are likely to be meaningful to all pupils, and sensibly thought-provoking – is repeated again and again.

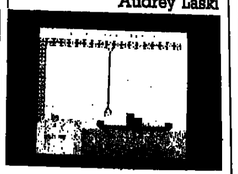
One of the most enjoyable of the six programs is *Cargo*, which introduces the idea and experience of programming by getting pupils to plan a series of steps which will get a crane to pick up crates and deposit them on a boat – shown in cheerful colours and accompanied by appropriate noises, including some wonderful sound effects if the ship is wrongly loaded and goes down: as the writers remark, "the computer's total dependence on human direction is even more clear to the child whose program faithfully sinks the ship!" Graphics are used well here, and even more attractively in *Houses*, which by drawing a scene from many different vantage points, enables the pupil to share in the experience of trying to plan a housing estate.

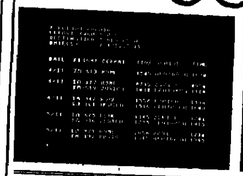
It will be apparent from the above that one of the greatest virtues of this remarkable piece of work is that it functions in the Dorothy Heathcote mode: it puts pupils in the situation of being experts. My only reservation about it is that some of the names and situations used may suggest to secondary school pupils that the material is intended for younger people than themselves, which would be a pity; as for me, I can hardly wait for the second stage.

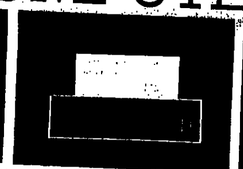
The software is available on licence to l.e.a.s or individual institutions. An institution licence for all programs costs £25.00 plus VAT.

**Audrey Laski**









**Computer Studies Software**
Price: £25 for individual copies
L.e.a. licence – price on application
Acorn-CES, The Hermitage, Bath Road, Taplow, Slough, Berks SL6 0AR, (tel 0628-71592).

It is interesting that Computer Studies teachers, who advocate the use of computers in other disciplines, rarely use them in the teaching of their own subject. This may change now that Acorn-CES (formerly ICL-CES), who have a long history of producing high-quality Computer Studies teaching materials, have produced seven programs to support the applications chapters of the first two books of their examinations course.

Most of the programs seem to be designed on the assumption that the pupils need to see a simulation of an activity described in the book. Unlike many other simulations, they do not carry out a useful task and cannot be used conjecturally.

The documentation consists mainly of technical details and the teacher is assumed to understand the purpose of the programs and not to need any guidance on their use. In this respect Acorn-CES follow the lead set by so many computer manufacturers who produce manuals which are suitable only for those who do not need them.

The first three programs simulate the action of various tills in supermarkets from cash registers to point-of-sale terminals. The programs add no teaching points to the pupil text and do not highlight any underlying principles. Their use seems to be for motivating pupils who do not go shopping in large stores.

The package would be more useful if it included the use of a bar code reader, as the Oxfordshire Five Ways program will. This would at least give some appreciation of the difficulties of equipment with fixed focus bar code readers.

acceptable speed, and of entering data when this is not possible. This is an application which is so obviously suited to implementation on a network. On a single computer it is difficult to separate the use made of the system by the terminal operator and by the management.

Computer Studies seems to be one of the few subjects in which practising teachers are obsessed with its historical development. There can be little other reason for including a simulation of a mechanical card sorter for pupils who will rarely, if ever, use punched cards or wish to sort data in this way. The colour graphics are fun and it should keep some otherwise difficult pupils quiet on a wet Friday afternoon.

The teachers who will like *Airline* are the same teachers who will like the first program which enables them to use a tidy simulation of a supermarket checkout rather than persuading their pupils to look at a real supermarket. *Airline* allows the user to search a limited and mythical file for available seats and then book the seats. As the program progresses, the number of seats available tends to decrease to simulate the effect of other terminals on a real-time system.

This approach seems to make the same mistake as the Mathematics for the Majority Continuation Project; it wasted time and money producing simulated timetables and travel brochures, which bored the pupils, rather than encouraging teachers to use the brochures which parents and children read to choose their holidays.

The last two programs are much more ambitious in attempting to simulate a computerized inquiry service and a multiaccess system. The latter could be though a little over-ambitious for a BBC micro with only cassette storage.

The *Gas* simulation has as large a file as the BBC's limited memory will permit and enables the user to make economic inquiries, such as to inquire

ers by address, inquire about the price and stock level of items such as gas fires, and make inquiries about personnel. In *WMC* the user can locate parts in a warehouse, store incoming deliveries, order spare parts, identify customers and deal with requests for engineers. Both programs are incomprehensible without carefully following the relevant pages in the textbooks. They illuminate the text with moving words.

All the serious simulations suffer greatly because files are not used. This denies the pupils the chance to see what has happened during updating, to appreciate the need to back-up files, and to understand the continuity of master files in large systems. It is not clear whether this omission was on educational grounds or because of worries about the BBC's poor cassette loading system.

These programs were developed before Acorn took over CES. Most of them would benefit greatly from being available on a network which could genuinely simulate multi-access and real-time working. It seems to be an excellent opportunity for Acorn to show off the features of Econet while providing educationally worthwhile software. It would also demonstrate their commitment to school computing because such programs would not be suitable for the home market.

The programs in this series are very dependent on the ICL-CES textbooks and are available only on the BBC *Micro*. This gives them a well-defined market but other Computer Studies teachers should not feel too deprived.

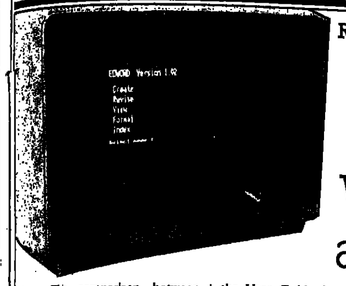
The BBC Micro suffers, as an educational computer, from overmarketing: limited memory, a poor cassette-loading system and a superabundance of garden-shed programmers whose technical ability far exceeds their educational understanding. Sadly, this set of programs differs little from many garden-shed products.

**Paul McGee**









## Readers reply to software reviews

# Words about "Edword"

Sir – The comparison between *Edword* and *Wordwise*, by Jacquetta Megarry (*TES* February 3), was not a true comparison, neither was it apparently written from practical experience of *Edword* in the classroom. We must bear in mind that teachers are primarily looking for a package suitable for use with pupils. Whilst particular features and modes of use may be acceptable to teachers, pupils can experience conceptual and operational difficulties in using them.

*Edword* was developed over a two-year period with practising teachers from eight l.e.a.s. Both the software and teaching materials were trialled in 12 schools and colleges. The MEP CAIS Co-ordinators from 14 Regions in England, Wales and N Ireland had pre-release copies for evaluation.

The development of *Edword* was curriculum led by practising teachers. Ms Megarry compared facilities provided by two chips. To dismiss *Edword* documentation so lightly is to miss the whole point by failing to appreciate classroom needs indentified by both teachers and pupils. Ms Megarry is unfortunately drawn too easily into the trap of simply evaluating what software can do rather than what a total package provides for classroom use.

Throughout the article one is conscious that the needs of the majority of pupils are largely being ignored. Much is made of the need for long documents and there is reference to senior pupils and teachers. If one identifies aims and objects for the development of creative writing skills, and indeed for paying an understanding of word processing, then the need for long documents is at best highly questionable. *Edword* allows documents of between three and four A4 pages to be created and manipulated.

*Edword* allows text entry in both 80 and 40-column modes with text being displayed, at all times, in the format in which it will be printed. *Wordwise* allows only a preview in 80-column mode and this is only possible if enough memory remains unused. Asking pupils to create say five columns of text in 40-column mode which are to be printed in 80-column mode was, in the view of our teachers, an unnecessary complication. Why not create it in 80-column mode?

I would like to put right one or two of the misconceptions within Ms Megarry's article. Command Q is provided to allow pupils to quit without saving any changes made to the text. If Ms Megarry had worked through the self-instructional guide, as pupils do, she would have found that the command is introduced at an appropriate point. However, details of the command can be found in two command summaries and a section in the User Guide for those who will insist on experimenting. Ms Megarry is wrong with regard to the use of the printer: *Edword* can provide italic and double strike on printers that support these features. Her suggestion that *Edword's* method of driving the printer is slow does not stand up. *Edword* drives the printer much as any other program would drive the printer. The speed is determined by the printing device being used.

I strongly contest Ms Megarry's view that *Edword* might take longer to learn than *Wordwise*. Ms Megarry is a *Wordwise* user of some 15 months. Pupils are newcomers to word-processing. In choosing a word-processing package for pupils one does not, as suggested, consider priorities but aims, objectives, needs and abilities. It would be most interesting to compare pupils learning with the *Edword* self-instructional material and user guide and those learning with the *Wordwise* manual.

Ms Megarry makes no mention of the fact that not one *Edword* comand requires simultaneous key depressions. Her desire to program the function keys using *Wordwise* requires three keys to be held down simultaneously. With *Edword* letterheads can be incorporated on screen before printout – awkward and complicated instructions from disc and layout instructions (embedded commands) are simply not required by *Edword* which has an excellent screen-based formatting mode.

*Edword* has been designed, developed and trialled with teachers and pupils to reflect the needs and match the abilities of pupils. Unfortunately, Ms Megarry provides us with no evidence of having used the package with pupils — unlike the CAD review by Chris Rivlin on the same page which stated "So, with the help of a group of fourth formers and the head of Craft Design Technology from a Manchester school, it was put to test on a BBC micro". On this basis one must ask, does Ms Megarry's article have any educational authority?

PETER R WESTON
Project Director
Word, Text and Information Processing
Microelectronics Education Programme in Wales
MEP Regional Sub-Centre
101 Box Lane
Wrexham, Clwyd LL12 7RB

**Jacquetta Megarry comments:**

*My review clearly states that* Edword *succeeds in introducing beginners to the concepts and principles of word-processing. Far from "dismissing the documentation" I made a special point of praising it. What I questioned was whether* Edword *was powerful enough to cope with schools' other needs.*

*The economic reality is that most schools must choose, and teachers' needs will influence that choice. How many will want to confine themselves to a wordprocessor that could not even cope with a document as long as Mr Weston's letter?*

*The "factual misconceptions" are illusory:*

● Edword *took 15 seconds to print in bold underline a sentence that took two seconds under* Wordwise *using exactly the same printer under identical conditions.*

● *No* Wordwise *commands require simultaneous key depressions either – but the option of programming the red keys provides extra flexibility for those that want to use both hands.*

● *I did work through both self-instructional guide and User Guide, which is how I found Command Q (on pages 95 and 53 respectively). In addition I "insisted on experimenting" with the specimen documents supplied on disc, as many teachers have done – and found this information none too accessible.*

● *As supplied,* Edword *will only make an MX82 do bold and enlarged effects; it will not do double-strike. Although you can reconfigure it using the Print File Generator, special effects, e.g. bold and/or enlarged. Technically, it can do double-strike, therefore, but at a price.*

*Unlike Mr Weston, I don't believe that the question of a "true comparison" is a simple one; whether he has "proved" that any system is "right for pupils" remains to be seen. Is there an important difference between a word-processor for pupil-beginners and a wordprocessor for all – pupils, teachers and parents? I hope that Mr Weston's reaction to my review may stimulate further comments from uncommitted teachers.*

# Lathe and plotter

Sir – Chris Rivlin's review of the grant-subsidized computer-aided-design program from Five Ways software ("Design Features", February 3) provides a valuable image of how the principles of this important industrial use of the computer can be explored using the classroom micro.

The review goes on to mention the difficulty the reviewer found in being able to locate a suitable lathe and plotter with which to study the computer-aided-machining component of the CAD-CAM process. He would no doubt be encouraged to know that MEP has developed a simple fabricator (plotter) as an adjunct to the software.

This unit will use the information in the "microcomputer" which describes the required shape and will reproduce that shape as a three-dimensional polystyrene form.

In addition, the lathe also doubles as a plotter and will produce an outline drawing of the shape.

Hence, using the complete package, a school is provided with a low-cost opportunity to explore the present-day role of the microcomputer in the "Design and Make" process.

Indeed, it would appear to be a significant feature of a computer program designed for use in a CDT department that it should permit the production of a real end-product for the pupil to examine and appraise. Some schools may wish to extend this activity and produce, for example, a metal goblet by making a sand casting of the polystyrene shape.

Teachers might be interested to know that they are able to see the complete CAD package at any of the 14 MEP regional information centres.

M R BOSTOCK
MEP Technology Manager
Cheviot House
Coach Lane Campus
Newcastle upon Tyne

# bits

**SIR**

Sir, the Schools Information Retrieval package which has been developed by the British Library for use and teaching within schools, is now available from Research Machines to run on any RML disc system.

Sir was designed as a means for pupils to learn how to create and search online databases in a way used by, for example, engineers and doctors. The aim of the program is to help pupils learn concepts and principles of information handling.

The software consists of a database creation program and a search program. It is available as part of Research Machines' special software offer to schools network users: it comes free with a number of other software items on purchase of the network. It is also available under a special offer for £95 along with PASCAL, TXED, ZASM and telesoftware. By itself it is available at £60 and £180 for network users.

**ATARI LOGO**

Atari International has introduced a new version of their computer programming language Logo for use in schools and homes. The version, it is claimed, is a full version of Logo with features not usually found in other Logos. These include animation and four dynamic graphics turtles. The Logo cartridge requires 16K RAM and costs £59.99. It comes with a reference guide and two 200-page manuals: "Introduction to Programming Through Turtle Graphics" and "Atari's Logo Reference Manual".

In addition, Atari have announced a Home Computer with the Logo for £175 (excluding VAT). The normal price of the Atari 600XL without the Logo is £159 including VAT

**SINCLAIR EDUCATION**

The first Sinclair Education Exhibition will be held from March 28–30 at the Central Hall, Westminster, when Sinclair and around 50 supporting companies will be exhibiting. Entry is by invitation only and is restricted to teachers, lecturers and other educationists. Educational institutions will be sent invitations.

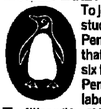
**SPELLIT**

A reader has sent in the following discovery for users of "Quest", the information retrieval program available from AUCBE, Endymion Road, Hatfield, Herts.

The program, he says, can be used as part of a word bank approach to spelling. To do this a file is opened for "English words", and a call sign of up to seven letters (spellit?) attached. Words which a pupil needs to learn are then entered and may be recalled by listing groups of letters, for example "ough" or "lion", to which the teacher wishes to draw attention as a sub-group.

Once entered, a list of words may be scanned in a number of ways, and new words added in order to build up programs. Other information retrieval programs may have similar capabilities.

**SHAKESPEARE PLAYS**



To join the growing list of study software for English, Penguin have announced that they are publishing six titles under their new Penguin Study Software label at the end of March. The titles will be "Macbeth", "Henry IV, part 1", "Twelfth Night", "Romeo and Juliet", "Julius Caesar" and "The Merchant of Venice".

Penguin emphasize that the programs will neither replace the text nor "provide the students with glib answers". Instead, the students are referred back to relevant passages in the text at all times, they say.

The software will be designed for the 48K Sinclair Spectrum and each title will cost £5.95. Further information: Penguin

**EASTER FAIR**

The London Computer Fair is being held at the Central Hall, Westminster, over the Easter Bank Holiday weekend – Thursday 19, Saturday 21 and Monday 23. This is the fifth annual fair to be sponsored by the Association of London Computer Clubs. There are displays of software, hardware, peripherals and services and a robotic conference and talks on computer education.

EXTRA





# Cause for complaint

## Not all micros are robust. Michael Shaw reports on his tribulations with one that was not

I welcomed the DOI initiative in the primary school with open arms. My application to have a BBC Micro went in the same day that the form arrived on my desk and after about three months I and one of my staff were summoned to our initial course run by the l.e.a. This was a part of the package and was designed to give us some ideas as to how we could use the micro and and to give us "hands on" experience. It was a very interesting day and one we both enjoyed. But I should have known that there was something wrong when one of the tapes refused to load for the second time having performed perfectly well the first time. A spare copy was given


to me and all was well. At the end of the day the computer and its bits went into the back of my car so that I could try the programs out at home and my children could see what they could make of the MEP packages.

The Welcome tape was the first one to be tried. The first time through it all worked but gradually fewer and fewer of the programs ran. Strange words appeared on the screen; "data", "block". What did they mean? Was this what I had committed £350 of capitation to? I suppose I am lucky in that I had the advice of a neighbour who diagnosed a faulty tape recorder. That was put right and a new one was ordered but the damage has been done and two tapes had to be replaced.

I had managed to make use of an old recorder of my own which was kinder to the remaining tapes and I had been lent a couple of games, so all looked fair for the Easter Holiday. My son aged 10 called me down one morning "Dad what does this mean?" The computer said "language". I asked my neighbour; the language ROM had gone wrong and there was no way I could do anything at home. What can you say to a frustrated and angry son who had seen the tapes being damaged and who wanted to play "Swoop", and what could I say to the other member of staff who was going to have the machine after the holiday?.

Back at school I phoned Acorn Computers who went to a great deal of trouble to get the problem sorted out. A very calm sympathetic voice at the end of the telephone said "Yes sir, you undo the four screws showing and the top comes off, you won't hurt the computer". But it was no use, back it went for repair. Frustration all round.

The replacement tape recorder arrived and was tried out with an audiotape to check the head alignment. The entire machine was locked solid! There was no way anything could be made to happen; back it went. A third one followed and after adjustment it works perfectly. But several staff members who had been lightly resistant to the idea of a computer were now positively hostile, after all it had taken a great chunk of the school's allowance and that could have been used for other things. Others were sympathetic; tape recorders go wrong so all technology was suspect!

Soon after this the repaired computer arrived and I was able to start the long term staff training that had been arranged. Interest in what the computer had to offer. All was going well except for the occasional loading problems and they were solved by the introduction of a disc drive. That took a little while to master and finally the elder brother of a pupil explained the correct way to use it.

The computer had been in the school for a month and my earlier fears were slowly fading. I should have known better. A call from one of the staff: the word "language" was on screen again. Once more the computer went back to Acorn and the staff training program stopped and the staff started muttering. So did parents who had decided to raise money to pay for the computer and the disc drive.

This time the repair seemed to work; for the rest of the summer term the computer was in use in as many classes as possible. Staff took it home and all was well. The summer holiday saw it being shared and it was transported all around Luton and even came to St Albans. Most of the staff were getting interested, even one of the most ardent anti-computer member of staff became involved when she realised that the children were quite capable of setting it up and the disc system made loading very easy.

A school computer club started and we had a "Snapper" competition since two of us had brought games for our own children to use. Then trouble


again, the terrible word "language" was seen. This time in anger I took it to our computer centre and borrowed a spare machine while they examined it carefully. A few days later I was asked to collect it, the fault had been traced to a loose ROM and all that was needed was a gentle push of the right bit. Two days on no amount of gentle pushing, shaking or more would make it go. By now I admit to being more than just angry I was prepared to visit Vector Marketing and demand a replacement. A phone call elicited the following information:

Yes, you do have cause for complaint. Return the computer and we will replace it.

The only problem is that at present we do not have any in stock.

Much to my amazement three days later a large parcel came to school with a brand new computer. This is one of the latest models and certainly seems much better in that the keyboard has a smoother feel to it. At the moment it is being user tested by my colleague and she is very pleased with it. I just hope that this one does not let us down.

If I was the only person to experience these problems then I could accept that we had got a "Friday Computer" but my experience has been met in other schools in the area. As the organiser of a local self-help group I am aware of others with similar problems.

On the negative side is the frustration and anger felt by the staff. Local advisors are saying that the curriculum needs to be changed to accomodate the new technology and yet the new technology is not reliable. On the positive side, well I have made a lot of new friends in the area discussing the computer. I have learnt how to take the lid off. I have also discovered that big business does have a kind face, certainly Acorn and Vector Marketing have been very helpful even replacing the original damaged tapes.

I am looking forward to computing in 1984 especially as I have got a place on a Cambridge Institute Course, hopefully the new machine will continue to perform well and the children can benefit from the spin off ideas that are starting to come from the staff. I might even consider buying a computer in the next couple of years for myself. Where did I put the Philips screwdriver?

*Michael Shaw is head of a junior school.*

# Computer college

## Michael Houser visits a holiday camp

The quantum leaps engineered by microcomputer technologists have, in their rapidity at least, been as unexpected as the explosion of popular passion for micros and "computeracy". The huge imbalance between demand and supply for courses, well-qualified computer educationists, hardware and software is, one hopes, only temporary. In the meantime, the gap is being plugged to an extent by universities from Exeter to Durham and by well-heeled independent schools all anxious to employ their computer resources during holiday periods, as well as by activity-holiday specialists like Dolphin, Colony and Beaumont, not to mention computer training specialists. Computer holidays have become a growth industry.

So recent is this phenomenon that few operators have more than two to three years' experience, though the market is bulging with newcomers all the time. Millfield School in Somerset, was one of the first (13 years ago) to turn its campus into a summer activity holiday centre; six years ago, it introduced computing into its holiday programme. Next summer its "Computer College '84", with some four dozen micros and access to many more, will enable nearly 350 beginners, novices and fanatics aged from 8 to 80, each to sit down at his/her own micro. Courses will range from beginner's BASIC (using Sinclair Spectrums for the 8 to 13-year-olds, BBC Model Bs or the 14+) through intermediate to fanatics courses involving some practical electronics and specialist sessions on interfacing, wordprocessing, control and high-resolution graphics.

Despite the boom, Millfield's activity holiday director, John Davies, argues that their computer courses are "still very much in the van". Courses last five days, with two-and-a-half hours' computing morning or afternoon for beginners and intermediates, five hours daily for advanced participants. Officially, the entry rate is one to one, but in the courses I saw, what is that participants are keen to have as much hands-on time as they can.

Peter Fry, a control engineer turned educator who heads Millfield's computing department, runs Computer College. His philosophy is that everyone coming to the holiday courses should have his own micro to work with, a congenial mixed sex and age group to work with, and easy access to well-qualified staff – the latter a notable shortcoming of some centres.

Millfield's staff of eight are all teachers, and participants enjoy a ratio of roughly 6:1 with them. Instruction is relaxed though formal initially (worksheets, board work) with the emphasis very much on computer awareness, programming and practical applications . . . and away from games.

According to Peter Fry, people come for all sorts of reasons: "Young children have the choice generally made for them by their parents. The very keen and able who may have run up against the inevitable limitations most schools suffer at the moment can come and pick our brains; our aim is to extend them all we can".

Increasingly in the past three to four years, Millfield has attracted entire families. "Some parents," he says, "want to know a bit about what their kids are being taught or, like some of the solicitors we get, think it will help their careers. Others merely like the idea of computing in a social atmosphere – we even get a few grandparents who want to try to understand what their grandchildren are doing."

Although Millfield offers non-residential places (courses cost from £33 for beginners, Basic to £78 for all-day advanced courses), one of the strongest attractions is the chance to mix computing with anything from hot air ballooning to sailing. On the residential basis, this combined with an emphasis on computing rather than games (which Fry feels have turned girls away from computers), has brought in a higher-than-average female turnout; Fry estimates that a quarter of the under-18s are girls and more than half the parents women.

The reactions of former participants I spoke to suggests that the course is getting its priorities right. Adults seem particularly to enjoy the mixed environment in which roles were reversed with many of the children helping them along; staff were able to solve problems across a range of hardware and languages. Younger participants seem to have enjoyed programming more than they expected. Fry thinks that's why games are so popular with kids: "They are one of the few applications which children can relate to. Developing a program, however simple, shows them that it's the path which is interesting . . . not the getting there".

With more and more computer holidays to choose from, and with so much variation in content and quality, what are the important criteria on which to base your choice?

The type of equipment and your access to it are important: the better courses all offer a 1:1 ratio on the micros, and the equipment on offer should be compatible with your experience, your own home computer or ones used at school. If not, most centres are happy for you to bring your own.

What is taught and who does the teaching often gets lost in the marketing hyperbole which is an unfortunate feature of micro sales at the moment. Don't expect too much from 12 to 20 hours of computing, particularly if it is your initial experience; do, however, expect a qualified computer educator, and a course appropriate to your level of experience in programming skills and language familiarity. Some companies use undergraduates who float rather than teach; you can end up paying anything from £80 to £200 a week for lots of "access" but little planned instruction if you don't investigate first.

Finally, if it's a holiday you're after, particularly a family one, examine the non-computing options and facilities available. As a loose guideline: universities seem strong on the computing side and the holiday specialists strong on the activities side.













# Classified Advertisements

## Index to Appointments vacant, Wanted and other classifications



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Cancellation deadline 4.30pm Monday preceding Friday of publication.

### Nursery Education

Headships

BERKSHIRE
MADDON NURSERY SCHOOL AND CHILDREN'S CENTRE
Caversham Road, Reading.
Ages 4 yrs 5 yrs 8 months
Required September 1984
TEACHER (Group 3) Salary allowance for additional responsibility. For this school with mixed day and term facilities.
Application forms and further details from Director of Education (Ref. 5/84), County Hall, Shinfield Park Road, Reading RG2 9XE
Closing date March 16th.
Berkshire County Council is an equal opportunity employer. (81/78) 100870

Deputy Headships

Senior Masters/Mistresses

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
BURGOYNE NURSERY SCHOOL
Burgoyne Road, Sheffield
HEADTEACHER
required for September 1984 (or earlier if possible) for this expanding nursery, providing for 90 full-time equivalent places. The successful applicant will be expected to co-operate with parents in the school and within a very complex situation. For this nursery unit, which is housed in purpose-built premises, we are seeking a teacher who should be a registered teacher with some experience of nursery education and organisation. Application forms are available from the Chief Education Officer (Division 1), Leadmill Road, Sheffield S1 4SE, to whom they should be returned within 14 days of appearance of this advertisement. Ref. 2/1/1/1 (0742) 734411 (24h) 100844

### Other Appointments

BOTSWANA
NURSERY/INFANT TEACHER to run a kindergarten class for 3/6 year olds in Gaborone, BOTSWANA.
Qualified teacher required, minimum 3 years experience. 2 year contracts including flights and modest living allowance.
Regret no funding available for dependants.
Applicants must be resident in the U.K. or Ireland.
Write for details, including a c.v. and large s.a.e. to: International Voluntary Service, 53 Regent Road, Leicester LE1 7LQ. 100066 (0447/4)

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
BOLTON'S LANE FIRST SCHOOL
Whitley Road, Whitley Bay, Tyne & Wear
Newcastle upon Tyne NE27 0DA
Headteacher: Mrs. D. Whitehead, B.Ed.
Required for 30th April 1984 or such earlier date as may be arranged
NURSERY EXPERIENCED NURSERY TEACHER to run a well established 60 place Nursery within the main school.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, Regent Centre, Gosforth, Newcastle upon Tyne NE3 2DW, and should be returned to the Headteacher as soon as possible. (81/73) 100068

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
ST JOHN'S C of E N F & M (AIDED) SCHOOL
Bellhouse Road, Oaks, Sheffield S5 6AT
Required for Easter 1984 (or earlier if possible) for this child based teacher for the successful 35 place nursery. The successful teacher will be expected to co-operate with parents in the school and within a very complex situation. For this nursery unit, which is housed in purpose-built premises, we are seeking a teacher who should be a registered teacher with some experience of nursery education and organisation. Application forms are available from the Chief Education Officer (Division 1), Leadmill Road, Sheffield S1 4SE, to whom they should be returned within 14 days of appearance of this advertisement. Ref. 2/1/1/1 (0742) 734411 (24h) 100064

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER 1984
ST RAPHAEL'S
GEORGE TOMLINSON PRIMARY SCHOOL
Harrington Road, London E11
Head: Mr. P. de Ritter
Experienced nursery trained teacher for 40 place nursery. Music ability (preferably piano) advantageous.
Scale 2 plus London and Social Priority Allowance.
Application form available on receipt of an s.a.e. from and returnable to the Head Teacher.
Closing date 16th March, 1984. Ref. 79/79/75. (60938) 100056

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER 1984
MAYFORD ROAD INFANTS SCHOOL
Mayford Road, London E17
Head: Mrs Spence
Energetic and enthusiastic Nursery trained teacher needed for well established 40 place Nursery Unit attached to Infant School.
Burnham Scale 1 plus Outer London and Social Priority Allowances.
Application forms and further details available on receipt of a foolscap s.a.e. from the Headteacher.
Closing date: 16th March 1984. Ref. Nur. 79/80/75 (60056) 100056

### Primary School Education

Headships

DEVON
Please see display under Nursery Education. (60938) 100056

AVON COUNTY
ST JOSEPH'S RC VA JMaI SCHOOL
West Hill, Portishead, Bristol BS20 9LG
Salary in accordance with Group 3. Vacancy from 1st September 1984
Applicants should be suitably qualified and experienced practising Roman Catholic teachers.
Further details and application form, returnable by 16th March, from Director of Education, PO Box 37, Avon House North, St James Barton, Bristol BS99 7EB. Please enclose sae.
Avon is an equal opportunities employer. (57146) 100010

BERKSHIRE
WOODEN HILL COUNTY PRIMARY SCHOOL
Stanhouse, Bracknell, Berks. RG12 4PD
N.O.R. 375
Required September 1984
HEADTEACHER (Group 3)
Application forms and further details from the Director of Education (Ref. FDC), Shire Hall, Shinfield Park, Reading RG2 9XE (A4). Closing date March 26th, 1984.
Berkshire County Council is an equal opportunity employer. (60943) 100010

BERKSHIRE
ST. FRANCIS R.C. (AIDED) PRIMARY SCHOOL
Priory Road, Ascot, Berks. SL5 8BN
N.O.R. 170
Required September 1984.
HEADTEACHER (Group 4).
The Governors wish to appoint a well qualified experienced person who is a practising Catholic, to lead an active team of 5 teachers in a school where academic progress, personal achievement, spiritual development and the arts are highly valued. The school is well established, closely interwoven with both parish and community and enjoys a high level of parental support. It is well staffed and is set in spacious grounds and playareas. Further details and application forms and a school prospectus are available from the Chairman of Governors, c/o Diocesian Education Office, Dorset House, Stone Park, Bletchley, Bucks. Closing date March 23rd, 1984.
Berkshire County Council is an equal opportunity employer. (60942) 100010

## PRIMARY HEADSHIPS
continued

### BRENT

LONDON BOROUGH OF BRENT
OUR LADY OF GRACE R.C. INFANT & NURSERY SCHOOL
Dollis Hill Avenue, NW2
(Roll: 190 plus 60 Part Time Nursery Open Plan)

Required from September - HEAD TEACHER (Group 4). Previous applicants will be considered. Candidates should be practising Catholics.

Application forms obtainable from the Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable to Rev. P. Reynolds, 216 Dollis Hill Lane, NW2 6HE within 10 days.

London Allowance of £987 per annum is payable.

Brent is fundamentally committed to Multi-Cultural Education. (57637) 110010

### BUCKINGHAMSHIRE

WYCOMBE AREA
LONGWICK C. OF E. COMBINED (CONROLLED) SCHOOL
Longwick, Aylesbury HP17 9SJ
APPOINTMENT OF HEADTEACHER - GROUP 4

Applications are invited from qualified and experienced teachers who are committed and active communicant members of the Church of England for appointment from September 1984.

Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.

Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks., on receipt of stamped addressed envelope, to be returned by 19th March, 1984. (57338) 110010

### BROMLEY

LONDON BOROUGH OF BROMLEY
ST GEORGE'S, BICKLEY, C.E. PRIMARY SCHOOL
Tylney Road, Bromley, Kent BR1 2RL
HEAD TEACHER. Group 5

Applications are invited from suitably qualified and experienced teachers for the above post, tenable from September 1984.

Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 16th March 1984. (57664) 110010

### BUCKINGHAMSHIRE

WYCOMBE AREA
MONKS RISBOROUGH C. OF E. (CONTROLLED) COMBINED SCHOOL
Monks Risborough, Aylesbury HP17 9LZ
APPOINTMENT OF HEADTEACHER - GROUP 4

Applications are invited from qualified and experienced teachers who are committed Christians, for appointment from September 1984.

Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.

Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks., on receipt of stamped addressed envelope, to be returned by 19th March 1984. (57333) 110010

### CAMBRIDGESHIRE

HUNTINGDON AREA
BRINHTON C E (C) SCHOOL
Brinhton, Huntingdon, Cambs.

Applications are invited for the HEADSHIP of this Group 3 Primary School. (This is a re-advertisement, previous applicants need not re-apply).

Application forms and further details from the Senior Area Education Officer, Gazeley House, Princess Street, Huntingdon, Cambs. (SAE please). Closing date 16th March. (54257) 110010

### CAMBRIDGESHIRE

PASTON RIDINGS JUNIOR SCHOOL
Paston Ridings, Peterborough PE4 6XG
Tel: Peterborough 72741
Head Teacher: Mr. J.A. Warren
GROUP 4
REQUIRED FOR SEPTEMBER, 1984:-

Applications are invited from suitably qualified and experienced candidates for the Headship of this Group 4 junior school situated to the North of Peterborough. Vacancy due to the present holder being appointed to the Headship of a larger primary school with the Authority.

Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e. first class). Closing date 16th March, 1984. (54765) 110010

### CAMBRIDGESHIRE

NEWBOROUGH C. OF E. CONTROLLED PRIMARY SCHOOL
School Road, Newborough, Peterborough PE6 7RG
Tel: Newborough 253
GROUP 2
REQUIRED FOR SEPTEMBER, 1984:-

Applications are invited from suitably qualified and experienced candidates for the Headship of this Group 2 primary school. Newborough is an expanding village with a rising school roll. Vacancy due to the present holder being appointed to the Headship of a larger primary school within the authotity.

Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e. first class) to be returned by 16th March, 1984. (54764) 110010

### DORSET

HAMWORTHY FIRST SCHOOL
Blandford Road, Hamworthy, Poole
(age range 3 - 8, 368 on roll)
Required September 1984 - HEAD TEACHER - GROUP 5.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e.

Closing date 26th March, 1984. (57677) 110010

### DORSET

ST. JAMES V.C. of E. FIRST SCHOOL
Gaunts Common, Wimborne
(74 on roll, 5 - 9 age range)
Required September 1984 DEPUTY HEADTEACHER for this Group 2 School.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. Closing date 21st March. (57678) 110010

### EAST SUSSEX

SIDLEY COUNTY PRIMARY SCHOOL
Buxton Drive, Sidley, Bexley-on-Sea TN39 4BD
Roll: 162
Required from September: Head Teacher - Group 4.

Relocation grants available in approved cases.

Application forms (sae please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG. Closing date March 16th. (57620) 110010

### HAMPSHIRE

HORDLE C.E. CONT. PRIMARY SCHOOL
Hordle Lane, Hordle, Nr. Lymington
HEADTEACHER
Group 4 School
Salary Scale currently £10,572 - £11,784
Required 1st September 1984.

Full details and application form from Area Education Officer, Cannon Street, Lymington.

Tel: Lymington 77811.

Closing date 16th March 1984. (57841) 110010

### HERTFORSHIRE

HOLY ROOD RC JM SCHOOL
Greenbank Road, Watford

Applications are invited from suitably qualified practising Catholics for this Group 4 HEADSHIP from September 1984. London fringe allowance £258.

Further details and application forms from the Divisional Education Officer, Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY, TO BE RETURNED BY THE 16TH MARCH 1984. Please enclose s.a.e. (57175) 110010

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**County of Cleveland**

*An equal opportunities employer*
*CLOSING DATE: 16th March, 1984*

*Application forms and further details for the undermentioned posts are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, unless otherwise stated. Financial assistance with household removal expenses is available in approved cases.*

PRIMARY SCHOOLS

St. Joseph's R.C. Primary School, Ragworth Road, Norton, Stockton, Cleveland TS20 1HR

## HEAD TEACHER (Group 5)

Applications are invited for September, 1984, for the above-named Headship. Applicants should be *practising* Roman Catholics, truly committed to Christ and his mission.

Application forms should be returned to Chairman of Governors, Rev J. L. Gorman, St. Joseph's Presbytery, Darlington Lane, Norton, Stockton, Cleveland TS20 1EW.

Harewood Infant School, Thorntree Road, Thornaby, Cleveland TS17 8AP.

## HEAD TEACHER (Group 4)

Applications are invited from suitably qualified and experienced teachers for the above Headship for September, 1984 (or *earlier if possible*). The school contains a 60 place nursery unit.

Rosehill Infant School, Upsall Grove, Stockton, Cleveland TS19 7QN.

## HEAD TEACHER (Group 4)

Applications are invited from suitably qualified and experienced teachers for the above Headship for September, 1984 (or earlier if possible). (9141)

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CROYDON
(LONDON BOROUGH OF)

## COULSDON C. OF E. INFANT AND JUNIOR SCHOOL

**Bradmore Green, Old Coulsdon, Surrey CR3 1ED**

The Governing Body of the School invite application for the post of Headteacher, tenable from 1st September 1984.

Applicants should be qualified and experienced teachers who are committed and active communicant members of the Church of England. The School enjoys strong parental support and a close liaison with the Parish Church of St. John.

Removal expenses will be reimbursed (details on request).

Salary: Head Teacher Group 4, £10,572–£11,784, plus a London Area Allowance of £645.

Application forms and further details from Director of Education (TAS), Taberner House, Park Lane, Croydon CR9 1TP. 01-686 4433 Ext 2609.

Completed forms should be returned by 16th March, 1984, to the Chairman of the Governors, Rev. John Wiltshire, The Rectory, 232 Coulsdon Road, Old Coulsdon, Surrey CR3 1ED. (2427)

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## Headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

HEANOR MARLPOOL JUNIOR SCHOOL
Group 4 — NOR 152

**Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock. To be returned by 23rd March 1984.**

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER (9113)

**DERBYSHIRE**
County Council

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HUMBERSIDE EDUCATION COMMITTEE

## HEADS

[illegible] 1984 for the following schools:

BUBWITH PRIMARY SCHOOL
BUBWITH, SELBY, YORK

| Group | NOR | Age Range |
|---|---|---|
| 3 | 99 | 5–11 |

EASTRINGTON PRIMARY SCHOOL
PORTINGTON ROAD, EASTRINGTON
GOOLE, NORTH HUMBERSIDE

| Group | NOR | Age Range |
|---|---|---|
| 2 | 51 | 5–11 |

AINTHORPE PRIMARY SCHOOL
AINTHORPE GROVE, HULL

| Group | NOR | Age Range |
|---|---|---|
| 6 | 297 | 5–9 |

COLEFORD PRIMARY SCHOOL
COLEFORD GROVE, BRANSHOLME, HULL

| Group | NOR | Age Range |
|---|---|---|
| 5 | 161 | 5–9 |

DULVERTON PRIMARY SCHOOL
DULVERTON CLOSE, BRANSHOLME, HULL

| Group | NOR | Age Range |
|---|---|---|
| 3 | 92 | 5–9 |

LAMBWATH PRIMARY SCHOOL
BATTERSEA CLOSE, SALTSHOUSE ROAD, HULL

| Group | NOR | Age Range |
|---|---|---|
| 2 | 83 | 5–9 |

Application forms and further particulars are obtainable from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA (Tel: (0482) 867131, Ext. 3318) to whom completed forms should be returned *not later than Wednesday, 14th March, 1984.* (9181)

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## Headship

**Handford Hall County Primary School, Ipswich**

*Group 4 Ages 5-11 Number on Roll 185*

Applications are invited from qualified and experienced teachers for the post of Head of the above-named school.

The School will be moving into new purpose built premises during the coming academic year and will be providing accommodation for a nearby primary school which will be closing at the end of the 1984/85 school year.

The appointment will date from the beginning of the Autumn Term 1984.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 16th March 1984.

**Suffolk** County Council

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**Buckinghamshire**
**Beaconsfield/Chiltern Area**

**St. Mary & All Saints C of E Combined School**
**Maxwell Road, Beaconsfield.**
**(Group 4)**

## HEADTEACHER

Applications are invited from suitably qualified and experienced teachers for the above post, which becomes vacant in September 1984.

Applicants must be in sympathy with the aims of this Church School and its Christian ethos and should be fully conversant with current educational practice.

**Application form and further details available from the Education Officer, 26 London Road West, Amersham on receipt of SAE please.**

**Closing date: 19th March, 1984** (9220)

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Education
Re-advertisement

## Head Teacher

**Farnsfield Endowed C of E (Aided) Primary School**
**Farnsfield, Newark, Notts**

Qualified teachers are invited to apply for appointment as Head Teacher of the above school. The Governors are seeking to appoint a well qualified and experienced teacher. Applicants must have Christian commitment and should be communicant members of the Church of England. The vacancy is created by the retirement of the Headteacher.

Number on Roll: 67. Salary Group: 2. Vacant: Now, to be filled as soon as possible.

Previous applications will automatically be reconsidered.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 16th March, 1984. (9155)

**Nottinghamshire County Council**
County Hall West Bridgford
Nottingham NG2 7QP

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## NORFOLK HEADS

required for

**Mattishall County Middle School, Dereham. (Group 4)**
**Thetford Queensway County First School. (Group 4)**
**North Elmham VC Primary School, Dereham. (Group 3)**
**Aylsham John of Gaunt County First School. (Group 3)**

Application forms and details from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, sent on receipt of a stamped addressed foolscap envelope.

*Closing date for applications – 16th March, 1984.* (9200)

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## PRIMARY HEADSHIPS
continued

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
APPOINTMENT OF HEAD TEACHER
WESTCOURT COUNTY PRIMARY SCHOOL (JUNIOR DEPARTMENT)
Empton Cresent, Gravesend, Kent DA12 4JG
Group 5 Roll 245

Applications are invited for the post of Head Teacher to take effect from September 1984.

Further details and application forms obtainable from the Divisional Education Officer, 132 Windmill Street, Gravesend, Kent (S.A.E. please) to whom they should be returned by the 23rd March 1984.

Re-advertisement: Previous applicants will automatically be considered.

MEDWAY DIVISION
WALDERSLADE COUNTY PRIMARY SCHOOL
Dargets Road, Walderslade, Chatham, Kent ME5 8BJ
APPOINTMENT OF HEAD TEACHER
Roll 215, Group 4

Appointment to take effect from September 1984, following the retirement of the present post holder.

Application forms and further details (S.A.E. please) from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent ME1 1OU, to whom they should be returned by 16th March 1984.

THANET DIVISION
NEWLANDS COUNTY PRIMARY SCHOOL
West Dumpton Lane, Ramsgate, Kent
(Formerly advertised as Pellican Dane County Primary School)
APPOINTMENT OF HEAD TEACHER
Group 5, Roll 271

Applications are invited for the post of Head Teacher of the Newlands County Primary School. The appointment is to take effect from the beginning of the Autumn Term 1984.

Application forms and further details (S.A.E. please) are obtainable from the Divisional Education Officer, Dreamount, The Vale, Broadstairs, Kent CT10 2BZ, to whom they should be returned by 16th March 1984.

Re-advertisement, previous applicants will automaticlly be considered.

MAIDSTONE DIVISION
ALLINGTON COUNTY PRIMARY SCHOOL
Bildenborough Crescent, London Road, Maidstone, Kent ME16 0PG
APPOINTMENT OF HEAD TEACHER
Group 5 Roll 176

Appointment to take effect from September 1984 for this Junior Mixed and Infant School.

Application forms and further details from the Divisional Education Officer, Astley House, Hastings Road, Maidstone to whom they should be returned by 9th March 1984 (S.A.E. please).

TUNBRIDGE WELLS DIVISION
APPOINTMENT OF HEAD TEACHER
LAMBERHURST CE PRIMARY SCHOOL (CONTROLLED)
Lamberhurst, Tunbridge Wells TN3 8DF
Group 2, Roll 87

Applications are invited from suitably qualified persons for appointment from 1st September 1984.

Application forms and further details (sae please) from the Divisional Education Officer, 39 Grove Hill Road, Tunbridge Wells TN1 1SL to whom they should be returned by 19th March 1984. (46074) 110010

### KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
ST PAUL'S C OF E JUNIOR SCHOOL
[illegible] Road, Kingston upon Thames, Surrey KT2 6AZ
Tel: 01-549 4555. Number on roll 258

HEADTEACHER required for September 1984 for this Group 4, Junior School. A committed Christian is essential. Vacancy due to retirement.

Salary: Head Group 4 and London Allowance £645.

Application form and further details obtainable from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (SAE please) to whom forms should be returned by 16th March 1984. (54684) 110010

### KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOLY SPIRIT RC (A) J I SCHOOL
[illegible] Road, Heckmondwike, West Yorks. [illegible]

Applications are invited from suitably qualified Roman Catholic teachers with Primary school experience for the HEADSHIP of this GROUP 4 school, which caters for the age range 5 - 11 years. The appointment will date from 1st September 1984.

[illegible]BRIDGE J I & N SCHOOL
[illegible] Road, Liversedge, West Yorks. [illegible]

Applications are invited from suitably experienced teachers for the HEADSHIP of this GROUP 6 school which caters for the age range 3 - 11 years. The appointment will date from 1st September 1984.

Application forms and further particulars available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement in the press. (65580) 110010

### NORTH YORKSHIRE

COUNTY COUNCIL

Applications are invited from suitably qualified and experienced teachers for the following Headship appointment:-

RE-ADVERTISEMENT
GREWELTHORPE C E (CONTROLLED) PRIMARY SCHOOL
Ripon
(GROUP 1)

Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AE, to whom completed forms should be returned no later than fourteen days after the appearance of this advertisement. (57423) 110010

### NORTHAMPTONSHIRE

MEARS ASHBY ENDOWED PRIMARY SCHOOL
North Street, Mears Ashby, Northampton NN6 0DW

APPOINTMENT OF HEAD TEACHER - Group 2

Required for September 1984 or earlier if possible, an able and experienced teacher for the HEADSHIP of this small primary school situated in a pleasant village midway between Northampton and Wellingborough. Number on roll at present - 36.

Closing date - March 16th.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (57873) 110010

### NORTHAMPTONSHIRE

RE-ADVERTISEMENT

ST PATRICK'S R C AIDED PRIMARY SCHOOL
Patricks Road, Corby, Northants NN18 9NT

APPOINTMENT OF HEAD TEACHER - Group 5

Applications are invited from suitably qualified and experienced teachers who must be fully committed, practising Roman Catholics.

The school was opened in September 1965 and has recently been extensively renovated. It is situated in pleasant surroundings on the outskirts of the town. The number on roll is 296 (270 plus 26 Nursery Infants). Age range 3 - 11.

The Governors wish to appoint from the beginning of the Autumn Term.

Closing date - March 16th.

Details and forms (s.a.e.) form the County Education [illegible] Northampton NN1 2HX. (57464) 110010

### NORTHAMPTONSHIRE

BARRY LOWER SCHOOL
Barry Road, Northampton NN1 5JS

APPOINTMENT OF HEAD TEACHER - Group 4

Required for September 1984, experienced, enthusiastic teacher for the HEADSHIP of this well-established lower school in Northampton. The school has a 26 place Nursery Unit attached. There are 202 children aged 4 - 9 years in the main school.

Closing date - March 16th.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton NN1 2HX. (57462) 110010

### NORTHAMPTONSHIRE

BUGBROOKE C P SCHOOL
High Street, Bugbrooke, Northampton NN7 3PA

APPOINTMENT OF HEAD TEACHER - Group 5

Required for September 1984, suitably experienced, enthusiastic teacher for the HEADSHIP of this large village primary school.

The school enjoys good relationships with parents and maintains close links with the village. Number on roll at present - 345.

Closing date - 16th March.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (57469) 110010

### NORTHAMPTONSHIRE

WINDMILL C P SCHOOL
Windmill Lane, Raunds, Wellingborough, Northants NN9 6LA

APPOINTMENT OF HEAD TEACHER Group 6

Required for September 1984, an able and experienced teacher for the HEADSHIP of this large well-established primary school which caters for pupils in the age-range 4 - 11. The school, which is well-equipped, is housed in modern premises on a spacious site and has its own playing fields and covered swimming pool.

The roll in September is expected to be 437.

Closing date - 16th March.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (57468) 110010

### OXFORDSHIRE

COUNTY COUNCIL
EDITH MOORHOUSE C.P. SCHOOL
Carterton

Required for September 1984, a Headteacher for this Group 4 primary school (opened 1969, approx 170 on roll) with children from both service and civilian communities. Carterton is five miles south of Burford and six miles from Witney.

Application forms and further particulars available from the Chief Education Officer (ref RH), Macclesfield House, New Road, Oxford OX1 1NA to be returned within two weeks of the appearance of this advertisement, SAE essential. (57808) 110010

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
HAFREN C.P. SCHOOL
Newtown

Required for 1st September, 1984 a qualified Head Teacher. Salary on group 5.

Application forms and further particulars obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA, to whom completed forms should be returned by 27th March, 1984. (Ref: 784). (57149) 110010

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
TREGYNON C.P. SCHOOL
Nr. Newtown

Required for 1st September, 1984 a qualified Head Teacher. Salary on group 1.

Application forms and further particulars from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 27th March, 1984. (Ref: 785). (57150) 110010

### ROCHDALE

EDUCATION COMMITTEE

ST VINCENT'S RC PRIMARY SCHOOL
Edenfield Road, Rochdale OL12 7QL

(4 - 10)

Tel: Rochdale 42469

REQUIRED FOR 1 SEPTEMBER 1984.

HEADTEACHER For this Group 5, 1½ Form Entry Semi-Open Plan School opened in January 1970.

Application forms and further particulars available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and on comple[illegible] Governors, St. Vincent's Presbytery, Caldershaw Road, Norden, Rochdale OL16 7QL, not later than Monday 26 March 1984. (60034) 110010

### SOMERSET

SAMPFORD ARUNDEL COUNTY PRIMARY
Nr. Wellington

For September 1984, Head for this group 1 school.

Application form and details (s.a.e.) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date 22nd March 1984. (57998) 110010

### SOMERSET

BERKLEY C.E.V.C. FIRST
Nr. Frome

For September 1984, Head for this group 1 School.

Application form and details (sae) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date is 15 March 1984. (57773) 110010

### WARWICKSHIRE

OUR LADY AND ST. TERESA'S R.C. (AIDED) COMBINED SCHOOL
Windmill Hill, Cubbington, Leamington Spa CV32 7LN

(205 on roll)

Head Teacher, Group 4 required from 1st September 1984. Applications are invited from suitably qualified and experienced Catholic teachers for the Headship of this Group 4 school. The appointment will be subject to C.E.C. contract.

Application forms and further details may be obtained from the Rev. J.A. Brisland, The Presbytery, 170 Valley Road, Lillington, Leamington Spa CV32 7SJ to whom they should be returned by 23rd March 1984 (enclose s.a.e.). (57963) 110010

## Deputy Headships Second Masters/ Mistresses

### BEDFORDSHIRE

SOUTHERN AREA
CHANTRY INFANT SCHOOL
Tomlinson Avenue, Luton, Beds.
Headmistress: Miss A.J. Mansell

Required for September 1984, a Deputy Head Group 4. Applicants should be experienced in teaching all ages within the infant school range. Ability to play the piano an advantage.

Application forms and further details obtainable from and returnable to the Headmistress at the school (s.a.e. please). (65581) 110012

### BROMLEY

LONDON BOROUGH OF BROMLEY
CROFTON JUNIOR SCHOOL
Town Court Lane, Orpington, Kent BR5 1EL
Group 8. Number on Roll: 805

Deputy Head required for September 1984.

This vacancy, which is due to the Deputy's promotion to a local headship, offers an exciting and unique opportunity to play a major role in the management of an extremely large Junior school. The post offers scope for independent decision making and innovation. Qualities of [illegible] considered to be more important than length of service or present seniority.

Application forms and further details available from the Headmaster at the school (foolscap s.a.e, please). Completed forms should be sent to the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB by 15th March 1984. (57665) 110012

### BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AREA
IVER HEATH COUNTY MIDDLE SCHOOL
St. Margaret's Close, Iver
Head: J.W. Underwood

Required for September 1984 for the post of Deputy Headteacher (Group 4), an experienced and enthusiastic general class teacher. Applicants should possess the ability to give a lead in the curriculum development and management of the school.

Application form and further particulars available from the Education Officer, Beaconsfield/Chiltern Area, 26 London Road West, Amersham, or Tel: Amersham 22271. Closing Date: 19.3.84. (57829) 110012

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## Wiltshire

**Primary Education**

**DEPUTY HEADSHIP POSTS**

**CALNE DUNSTAN C.E. CONTROLLED JUNIOR SCHOOL,**
**William Street, Calne, SN11 9BD**
Group 5 N.O.R. 200

Deputy Head Teacher required from 1st September, 1984, for this 8 class Junior School with very good modern buildings situated on a pleasant site which is shared with the adjacent Infant School. It serves a predominately urban catchment area on the Northern side of the town.
Application form and further details from the Head Teacher (SAE please).
Closing date for applications is 23rd March, 1984.

*Readvertisement*
**HILPERTON C.E. PRIMARY NEWLEASE,**
**Hilperton, Trowbridge, BA14 7SB**
Group 4 N.O.R. 146

Deputy Head Teacher required from September, 1984. Applications are invited from experienced enthusiastic teachers able to make a positive contribution to language development throughout the School.
Application forms and further details (SAE please) from and returnable to The Head Teacher. Previous applicants need not re-apply but if they wish their applications to reconsidered they should write informing the Head Teacher.
Closing date 23rd March, 1984.

**SCALE ONE POST**
**DILTON MARSH C.E. PRIMARY SCHOOL,**
**High Street, Dilton Marsh, Westbury BA13 4DY.**
Group 4 N.O.R. 193

Temporary Teacher, Scale 1 required for the Summer Term 1984. An experienced Teacher of younger juniors, interested in Maths, Science and Environmental Studies.
Please apply by letter with C.V. and SAE to the Headmistress at the school.
Returnable by 16th March, 1984. (9275)

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### BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AREA
HOLSPUR COUNTY FIRST SCHOOL
Cherry Tree Road, Holtspur, Beaconsfield
(Group 3)

Applications are invited from experienced and enthusiastic teachers for the vacant post of Deputy Headteacher (Group 3) with effect from September 1984. Experience in the organisation of vertically grouped classes and integrated day approaches to learning would be an advantage.

Applicatin form and further particulars from the Education Officer, 26 London Road West, Amersham or Tel: Amersham 22271.

Closing Date: 19.3.84. (57635) 110012

### BUCKINGHAMSHIRE

WYCOMBE AREA
TYLERS GREEN COUNTY MIDDLE SCHOOL
Cock Lane, Tylers Green, High Wycombe HP10 8DS
Head: Mr. P.S. Coombs
Roll: 318

Required from September 1984, suitably qualified and experienced Deputy Head Teacher in this Group 5 school.

Reimbursement of removal expenses, 75% allowance on legal and Estate agent fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.

Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks., on receipt of stamped addressed envelope, to be returned by 19th March, 1984. (57340) 110012

### BUCKINGHAMSHIRE

COUNTY COUNCIL
ELMHURST COUNTY MIDDLE SCHOOL
Dunsham Lane, Aylesbury, Bucks.

Applications are invited for the post of DEPUTY HEAD at this Group 5 school for SEPTEMBER 1984. Present Roll: 236 pupils aged 8 - 11 plus.

A lively, enthusiastic teacher with all-round teaching skills is sought, with a willingness to participate in extra curricular activities.

Assistance with removal expenses is given in approved cases.

Application form and futher details (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UX. Closing date: 19th March. (57335) 110012

[illegible] SCHOOL
Southpark Road, Par, Cornwall PL24 2PT
(Group 5)

DEPUTY HEAD TEACHER required for 1.9.84 to take charge of 4th Year Junior class. Possibility of some involvement with other age groups.

Application forms and further details from the school on receipt of S.A.E. PLEASE STATE SPECIAL INTERESTS. Closing date 2nd April, 1984. (57805) 110012

### CROYDON

LONDON BOROUGH OF CROYDON

BYRON JUNIOR MIXED
St. David's, Coulsdon, Surrey CR3 2XE

Tel: 01-668 4877

Tenable: 1.9.1984

Applications are invited from well-informed, experienced teachers for the post of Deputy Head (Group 4). Applicants should possess the ability to give a lead in curriculum development and to work with pupils from a wide range of ability and social background. Previous candidates will automatically be reconsidered.

Salary Scale: Deputy Head (Group 4).

Application forms available from and returnable to the Head Teacher at the School.

Closing date 23 March 1984. (60971) 110012

### DONCASTER

ADWICK WASHINGTON FIRST SCHOOL
Stafford Road, Woodlands, Doncaster DN6 7LW

DEPUTY HEAD - GROUP 5 (Re-advertisement)

Applications are invited for appointment from September 1984 for the above post.

(Previous applicants will be reconsidered).

Application forms and further details available from the Director of Education, Princegate, Doncaster (S.A.E. please) to whom they should be returned by 16th March 1984. (57142) 110012

### DORSET

TALBOT COMBINED SCHOOL
Talbot Drive, Parkstone, Poole
(8 - 12 age range, 570 on roll)

Required September 1984 DEPUTY HEAD TEACHER - GROUP 7.

Application forms and further details from The Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 26th March, 1984). (57681) 110012

### EALING

LONDON BOROUGH EDUCATION SERVICE
ST. SAVIOURS CHURCH OF ENGLAND FIRST SCHOOL
The Grove, Ealing, W5 Deputy Head required for September 1984.

Applicants should be communicant Anglicans willing to join in the weekly Mass. The post is for an experienced class teacher to help in the orderly running of the school and with an interest in developing and monitoring the curriculum. Visits are invited to meet the staff, with whom the Deputy works closely.

Group 5 salary plus £987 London Allowance.

Application forms (sae) from Head, to be returned by 16th March. (60959) 110012

### ESSEX

BADDOW HALL COUNTY JUNIOR SCHOOL
New Road, Great Baddow, Chelmsford
(Roll 266)
DEPUTY HEADTEACHER
Re-Advertisement

Committed teacher to lead experienced staff by an enthusiastic approach to good primary practice. Closing date: 14th March, 1984.

Application forms and further details available from Central Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford CM1 1JW (foolscap s.a.e. please). (60003) 110012

### HAMPSHIRE

PORTSWAY FIRST SCHOOL
Sundridge Close, Cosham, Portsmouth PO6 3JL
DEPUTY HEADTEACHER, GROUP 3

Required from September 1984. Closing date 16th March, 1984.

Further details and application form from the Headmistress. (65580) 110012

### HAMPSHIRE

WILDGROUND JUNIOR SCHOOL
Armitage Avenue, Dibden, Nr. Southampton
N.O.R. 286 Approx.
DEPUTY HEADTEACHER
Group 5 School

Salary Scale currently £8,568 - £10,677. Offering a wide spectrum of curricular interest. Required 1st September, 1984.

Application and curriculum vitae together with s.a.e. to Headteacher. Closing date 16th March, 1984. (57859) 110012

### HAMPSHIRE

CHARLES DICKENS MIDDLE SCHOOL
Turner Road, Portsmouth, Hants. PO1 4PN
Tel: Portsmouth 826514
DEPUTY HEADTEACHER. GROUP 4

Closing date 16th March 1984. (57860) 110012

### HAMPSHIRE

NIGHTINGALE COUNTY JUNIOR SCHOOL
Blackbird Road, Nightingale Ave., Eastleigh SO5 3JW

DEPUTY HEADTEACHER required for this Group 4 School September, 1984.

Details and application forms available from the Headteacher on receipt of a foolscap stamped addressed envelope.

Closing date for completed application forms 26th March, 1984. (57861) 110012

### HERTFORDSHIRE

MAPLE CROSS JMI SCHOOL
Denham Way, Rickmansworth

Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP of this Group 4 School from September 1984. London fringe allowance £258.

Application forms and further details from the Divisional Education Officer (please enclose s.a.e.) Little Cassiobury, 31 Hampstead Road, Watford WD1 3EY, to be returned by 19TH MARCH 1984. (57173) 110012

### HILLINGDON

LONDON BOROUGH OF HILLINGDON

DR TRIPLETT'S CE SCHOOL

Required for September 1984, a Deputy Head Teacher for this Group 5 School.

Applicants should be communicant members of the Church of England.

Closing Date: 16th March 1984.

Application forms and details available from the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50431).

Please return applications to Rev. R. Jennings (Chairman of Governors), The Rectory, 170 Church Road, Hayes, Middx. UB3 2LR.

Outer London Allowance Payable. (57973) 110012

### HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
DEPUTY HEAD TEACHERS
Required for September 1984 at:
FRANCIS ASKEW PRIMARY SCHOOL
North Road, Hull
Head: I.M. Clark
Group 6 S.P.A. school with 365 pupils aged 5 - 9 years and a 30 place nursery
SOUTHCOATES PRIMARY SCHOOL
Southcoates Lane, Hull
Head: J.N.C. Rutter
(Readvertisement)
Group 5 primary school with 279 pupils aged 5 - 9 years and a 26 place nursery

Application forms, available from the Head Teachers at the Schools, should be returned by 16th March. (57200) 110012

PRIMARY DEPUTY HEADSHIP

continued

**KIRKLEES**

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of the following GROUP 4 First Schools. The appointments will date from 1st September 1984.

EMLEY FIRST SCHOOL
School Lane, Emley, Huddersfield

(REF 414)
Age range 4 - 10 years.

KNOWL FIRST SCHOOL
Water Royd Lane, Mirfield.
(REF 415)
Age range 5 - 9 years.

ST. JOSEPH'S R.C(A) JUNIOR SCHOOL
Grosvenor Road, Dalton, Huddersfield
(REF 416)
Required 1 September 1984 for the DEPUTY HEADSHIP of this GROUP 4 Roman Catholic (Aided) Junior School an experienced and enthusiastic teacher with initiative and organising ability. The Governors especially seek a practising Roman Catholic.

Application forms and further details available from the Director of Educational Services (Ref 414) Edgerton House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement in the press. (6588B) 110012

**KIRKLEES**

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATLEY PARISH CE(A) J I N SCHOOL
Stocks Lane, Batley, West Yorkshire
(REF. 430)
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this GROUP 4 school which caters for the age range 3 - 11 years. The appointment will date from 1 September 1984.

Application forms and further details (s.a.e.s. please) available from the Director of Educational Services (Ref. 430) Edgerton House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement. (3761) 110019

SANDHILLS C.P. SCHOOL
Dolphin Avenue, Headington, Oxford OX3 8EE
Required for September 1984: a Deputy Headteacher for this Group 4 school.

Further details and an application form available from the Headteacher. SAE Please. (3780) 110019

**REDBRIDGE**

LONDON BOROUGH OF REDBRIDGE

Required for September

DEPUTY HEAD (Group 4)

WILLIAM TORBITT INFANTS SCHOOL
Eastern Avenue, Newbury Park, Ilford

Tel: 01-599 1209

Head Teacher: Mrs. J. Richards

Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 4 Infants' School.

Salary: Deputy Head Scale Range 2 £8,979 plus £2,248 (L.A.).

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of the appearance of this advertisement in the press. (5788) 110019

**SUFFOLK**

COUNTY COUNCIL
BEACONHILL PRIMARY SCHOOL
Black Tiles Lane, Martlesham, Woodbridge IP12 4RS
(5 - 11, roll 85)
Required September 1984.
Deputy Headteacher for this Group 3 primary school. Applications are invited from teachers with the ability to help lead the further development of the school.
Further details are available from the Head of the school (s.a.e. please). (6581) 110012

**Scale 2 Posts and above**

**WEST SUSSEX**

ST. LAWRENCE C.E. SCHOOL
Cuckfield Road, Hurstpierpoint, W. Sussex BN6 9QY
The Governors invite applications from suitably qualified teachers who are Christians for the post of Deputy Headteacher commencing September 1984. Applicants should be committed and staff-involved curriculum development and be able to offer strong curriculum interest of their own. Infant and Junior teaching experience would be helpful.
Form and details from the Headteacher on receipt of S.A.E. Closing date within two weeks of this advertisement. (3780) 110019

**WEST SUSSEX**

SHELLEY C.P. SCHOOL
Broadbridge Heath, Horsham, W. Sussex RH12 3JU
Required for September 1984, Deputy Headteacher of this Group 4 school to take responsibility for the Infant Department and to play a lead in curriculum development.
Please state main areas of interest.
Form and details from the Headteacher on receipt of S.A.E. Closing date within two weeks of this advertisement. (3780) 110012

**WEST SUSSEX**

SOUTHWATER C.P. SCHOOL
Worthing Road, Southwater, Horsham, West Sussex RH13 7HA
Required for September 1984, Deputy Head of this Group 3 school.
Applications are invited from experienced, well qualified, flexible and enthusiastic teachers.
Form and details from the Headteacher on receipt of S.A.E. Closing date within two weeks of this advertisement. (3786) 110012

**WOLVERHAMPTON BOROUGH COUNCIL**

EDUCATION COMMITTEE

DOVECOTES JUNIOR SCHOOL

Deputy Head, Group 5

GREEN ACRES JUNIOR SCHOOL

Deputy Head, Group 5

MANOR J & I SCHOOL

Deputy Head, Group 5

Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR to whom they should be returned within 14 days of the appearance of this advertisement in the press. (SAE Please)

Wolverhampton is an equal opportunity employer and candidates are open to both sexes, all races and registered disabled people. Applications from people are particularly encouraged in the secondary sector in the Council's policy. (5793) 110012

**Heads of Department**

**EALING**

LONDON BOROUGH
EDUCATION SERVICES
ADVISORY TEACHER SCALE 2 - ASIAN LANGUAGES
Required for April 1984.
For further details see displayed advertisement under 'Miscellaneous pages'. (5769) 110018

**DEVON**

Please see displayed advertisement on Page 63. (5788) 110020

**NEWHAM**

LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. SCHOOL
Bow Street, London E15 1HD
Head Teacher: Mr. B.C. Carey
Number on roll: 220
Allowance and Scale (Scale 2)
Required September 1984
Teacher required for 2nd year juniors. Must be committed Catholic, preferably with religious teaching certificate.
Previous applicants will be considered. Visits welcome.
Tel: 539 2310.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 16th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD. (5787) 110020

**BARNET**

LONDON BOROUGH
REQUIRED SEPTEMBER, 1984 OR EARLIER IF POSSIBLE:
COURTLAND J.M.I. SCHOOL
Courtland Avenue, Mill Hill, NW7 3BD
Roll 157
Infant teacher for Middle Infant Class. Art and Craft and Library responsibilities. Knowledge and practice of computers an advantage.
Scale 2.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 16th March, 1984. (5748) 110020

**BERKSHIRE**

HOLY TRINITY C.E. (CONTROLLED) PRIMARY SCHOOL
School Lane, Cookham, Maidenhead, Berks. SL6 9QJ
Required for September 1984
TEACHER IN CHARGE OF JUNIORS (Scale 2). Candidates should be able to offer experience and/or interest in Science and Environmental Studies, also setting up and maintaining in resources area.
Application forms and further details available from Headmaster (SAE). Tel: Bourne End 23746.
Closing date March 30th, 1984.
Berkshire County Council is an equal opportunity employer. (5092) 110020

**BRENT**

LONDON BOROUGH OF BRENT
MALORES INFANTS SCHOOL
Christchurch Avenue, NW6 7PD
(Roll: 199)
Required from 14 May 1984 - Experienced INFANT TEACHER (Scale 2) to have responsibility for a Group 5 class within the school. This is a temporary post to cover maternity leave.

MILLBURN INFANTS SCHOOL
(Roll 270 - Semi Purpose)
Required for September 1984 TEACHER for vertically grouped class. Ability to coordinate and develop Mathematics programme and willingness to take an active part in all aspects of school life, an advantage. Scale 2 post for suitable applicant.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (5763) 110020

**BRENT**

LONDON BOROUGH OF BRENT
PARKINGTON MANOR JUNIOR MIXED AND INFANTS SCHOOL
Oakington Manor Drive, Wembley HA9 6NF
(Roll 450)
Required as soon as possible TEACHER (Scale 3) to take responsibility for MATHEMATICS in the Junior Department.
The successful candidate would also be required to participate in Curriculum Development and Co-operative Teaching in the Junior Department.
Application forms and further details (sae) obtainable from the Headteacher returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (5763) 110020

**CAMBRIDGESHIRE**

MAYFIELD COUNTY PRIMARY SCHOOL
Required for September an experienced teacher to take responsibility for the development of Art and Craft within the school. (Scale 2).
Application forms and details from Mrs. E.M. Paul (Tel: 0223 832 [illegible]) on receipt of S.A.E.
Age Range: 4 - 11 yrs.
London Allowance £987.
Closing Date: 16th March, 1984.
Required for September 1984 A temporary teacher to take responsibility for Science, Technology and Library facilities in a 4 form entry Junior School. Scale 2 post.
Applications should be accompanied by a curriculum vitae.
Previous applicants should re-apply if wish to be considered.
Application forms and further details are available from the Headteacher at the Road Please enclose stamped addressed envelope.
Closing date: 16th March 1984. (5775) 110020

**MERTON**

LONDON BOROUGH OF MERTON
SACRED HEART R.C. PRIMARY SCHOOL
Burlington Road, Morden, Surrey SM4 4LE
Required for September 1984 A temporary Teacher for Reading and Language Development. Scale 2 Allowance of £645 p.a., for the following posts:-

(1) 'Art Craft and Display' throughout the school together with the responsibility for the Audio Visual equipment.

(2) 'Child With Special Needs' Computer in the Infant School would be an advantage.

Please state which position you wish to apply for.

Forms and further details (enclosing s.a.e.) from Director of Education, Education Houses, London Road, Twickenham TW1 3QB, returnable to the Headmistress by 20th March. (5741) 110020

**RICHMOND UPON THAMES**

LONDON BOROUGH OF RICHMOND UPON THAMES

HOLY TRINITY C.E. JM/I SCHOOL
Carrington Road, Richmond, Surrey TW10 5AX

SCALE 2 POST - INFANT ACCORDINATOR

Required for September 1984, an experienced and enthusiastic infant teacher to act as Infant Coordinator for Science. The successful candidate will be required to participate in Curriculum development within the infant age group. Candidates must be committed Christians.

Forms and further details (s.a.e.) from the Director of Education, Education Houses, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 16th March. (5747) 110020

**WEST SUSSEX**

ST. PETERS R.C. SCHOOL
Chapman Lane, East Grinstead, Sussex
Scale 2 Teacher for Language development required to start at commencement of Summer Term, initial appointment for one Term. Applicant must be practising Roman Catholic and committed to the Catholic Church and Catholic Schools.
Apply and details from Headmaster. (5740) 110020

**Scale 1 Posts**

BARKING & DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
Furze Infant and Junior Schools, Furze Road, Barking, Essex.
Required for Easter or September:
(1) As soon as possible there is a vacancy for a Nursery Nurse, Ability to play a supporting role in a stimulating and welcoming environment.
Salary: Scale 2 £6,294 per annum. Ref: 6/84/NN.
(2) Starting September 1984 there will be a vacancy for a Nursery Teacher. Ability to play a supporting role in a stimulating and welcoming environment.
Salary: Scale 3 £7,294 per annum. Ref: 6/84/NT.
Application forms for both posts available from the Headteacher. Please enclose stamped addressed envelope.
Closing date: 16th March 1984.
EQUAL OPPORTUNITY EMPLOYER. (5744) 110020

**BERKSHIRE**

ST. FRANCIS R.C. (AIDED) PRIMARY SCHOOL
Priory Road, South Ascot, Berks. SL5 9HJ
N.O.R. 169
Required September 1984, or sooner if possible, full-time TEACHER (Scale 1) for Infant/Juniors. An interest in creative science an advantage. Applicants must be committed Catholics.
Application forms available from the Headmistress. (SAE)
Closing date March 19th, 1984.
Berkshire County Council is an equal opportunity employer. (5092) 110020

**BERKSHIRE**

TREVELYAN COUNTY MIDDLE SCHOOL
Clarence Road, Windsor, Berks. SL4 5AW
N.O.R. 300 (9 - 13 middle school)
Required April, 1984, temporary TEACHER OF SCIENCE AND MATHEMATICS (Scale 1) to work with 3rd and 4th year classes. An enthusiastic teacher is sought to join a hard-working team of staff who are setting high standards in their respective areas of study. This appointment is for one term.
Application forms and further details available from the Headmaster. (SAE Tel: Windsor 64371)
Berkshire County Council is an equal opportunity employer. (5092) 110020

**BRENT**

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
Qualified Teachers preferably with experience in Brent apply for positions on Brent's Pool Supply Teachers (Scale 1).
For further information see display panel advertisement under Secondary Education pages. (5744) 110020

**BRENT**

LONDON BOROUGH OF BRENT

STONEBRIDGE INFANTS SCHOOL
Shakespeare Avenue, NW10 8NG
(Roll 267, Social Priority School)
Required from Summer Term to cover maternity leave an enthusiastic and experienced TEACHER (Scale 1) for class of mixed first and second year children. Welcomed.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunity employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (5763) 110020

**RICHMOND UPON THAMES**

LONDON BOROUGH OF RICHMOND UPON THAMES

HEATHFIELD INFANT SCHOOL
Cobbett Road,
Twickenham, Middlesex TW2 6EN

Required for September 1984, two experienced and enthusiastic class teachers. Scale 2 plus Outer London Allowance of £645 p.a., for the following posts:-

(1) 'Art Craft and Display' throughout the school together with the responsibility for the Audio Visual equipment.

(2) 'Child With Special Needs' Computer in the Infant School would be an advantage.

Please state which position you wish to apply for.

Forms and further details (enclosing s.a.e.) from Director of Education, Education Houses, London Road, Twickenham TW1 3QB, returnable to the Headmistress by 20th March. (5741) 110020

**EALING**

LONDON BOROUGH
EDUCATION SERVICES
ST. VINCENT'S R.C. FIRST AND MIDDLE SCHOOL
Pierspoint Road, Acton W3 9JU
Temporary Contract
First School teacher for class of 5 - 7 year olds required to cover a maternity leave from early June to December 1984. Scale 2 Allowance, plus Weighting, plus £987 London Allowance.
Application forms (sae) from Head to be returned by 16th March. (6056) 110020

**EALING**

LONDON BOROUGH
EDUCATION SERVICE
PRIMARY TEACHER - TEMPORARY APPOINTMENT
Applications are invited from teachers interested in temporary contracts.
Opening exists for full and part time teachers for a nursery, 1st/2nd/3rd/4th Schools. Previous applicants need not apply. London Weighting £987.
Application forms (sae) obtainable from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing W5 3SU. To be returned by 16th March, 1984. (6054) 110020

**EALING**

LONDON BOROUGH
EDUCATION SERVICE
ST. CECILIA'S R.C. FIRST AND MIDDLE SCHOOL
Woodfield Road, Ealing, W5 1JL
Temporary Contract, Summer Term 1984
Teacher required for remedial group and teaching English. Scale 2 plus London Weighting.
Application forms (sae) from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing W5 3SU. To be returned by 16th March, 1984. (6055) 110020

**HARROW**

EDUCATION COMMITTEE
ROXBOURNE FIRST SCHOOL
Roxbourne Park, Harrow Weald, Middlesex HA3 7JT
Required from the beginning of the Summer term to cover maternity leave an experienced teacher to teach Reception class. Scale 2 Allowance.
Must be sympathetic to Art in Education and to Mathematics.
Application forms from the Headteacher returnable to the Headteacher by 16th March, 1984 (5746) 110020

**KIRKLEES**

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
SUPERTHORPE INFANTS SCHOOL
Edge Top Road, Thornhill, Dewsbury, West Yorkshire (REF 417)
Required for EASTER 1984 temporary teacher SCALE 1 during the absence of the permanent post-holder.
Suitable for a large class of 7 - 8 year olds.
Applicants should indicate areas of special curriculum interest or experience.
Application forms (s.a.e.s. please) available from the Director of Educational Services (Ref. 417) Edgerton House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement in the press. (6594) 110020

**MERTON**

LONDON BOROUGH OF MERTON
CECIL JONES PRIMARY SCHOOL
Llanthony Road, Raynes Park, London SW20 8NS
Headteacher: Mrs. M. Nedal
Tel: 543 1436
Age Range: 3 - 11 years
No. on Roll: 185
London Allowance: £987
Closing Date: As soon as possible
Required temporarily from September 1984, an adaptable, enthusiastic and well-organised class teacher. An interest in Art/Craft and Display and ability to play the piano would be an advantage.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (5788) 110020

**NEWHAM**

LONDON BOROUGH OF NEWHAM
NEW CITY PRIMARY SCHOOL
New City Road, London E13 8BY
Head Teacher: Mr. I. Hunt
Number on Roll: 350 (Nursery Class - 52 Nursery)
EMPLOYMENT: March Scale 1
Required for May 1984.
To take first year junior class for the Summer Term only.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 16th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD. (5787) 110020

**REDBRIDGE**

LONDON BOROUGH OF REDBRIDGE

ILFORD JEWISH PRIMARY SCHOOL
Carlton Drive, Barkingside, Essex

Tel: 01-551 1431

(N.O.R. 364)

Head Teacher: Mr. H. Salkin

The school caters for 5 - 11 age range and is close to the Barkingside Central Line Station and is well served by six bus routes.

Required as soon as possible: a temporary full-time (0.8) teacher of Juniors.

Required from April 1984: a temporary full-time teacher of the Infants' age-range.

Both vacancies are due to staff being on Maternity Leave.

Applicants should be members of the Orthodox Jewish Faith.

Application forms are available from the Director of Educational Services, Cynton House, 252-256 High Road, Ilford, Essex IG1 1NN. Tel: 01-478 3030. Ext. 192, to whom they should be returned as soon as possible.
"for the attention of the Chairman of the Governors". (6090A) 110020

**RICHMOND UPON THAMES**

LONDON BOROUGH OF RICHMOND UPON THAMES

ST. JAMES'S CATHOLIC PRIMARY SCHOOL
Stanley Road, Twickenham TW2 5NP

(a) Required for September 1984 a class teacher for Juniors with responsibility for junior boys' games and P.E. Applicants should state curriculum strengths and interests. A practising Catholic desirable. Scale 1 plus Outer London Allowance of £645 p.a.

(b) Required for September 1984 a class teacher for Juniors with responsibility for junior boys' games and P.E. Applicants should state curriculum strengths and interests. A practising Catholic desirable. Scale 1 plus Outer London Allowance of £645 p.a.

Forms and further details (enclosing s.a.e.) from Director of Education, Education House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 16th March. (5741) 110020

**WILTSHIRE**

Please see display advertisement on Page 63. (6588B) 110020

Teaching in the Third World is an education in itself. See under Overseas Section.



PRIMARY EDUCATION

continued

**Remedial Posts**

**Scale 1 Posts**

BRENT

LONDON BOROUGH OF BRENT
TRUCK TOWN COMMITTEE
TEACHER LEARNING RESOURCES SERVICE
Required as soon as possible
An experienced TEACHER to work as part of a team of Learning Support teachers. The team, at present works mainly with children who have learning difficulties in the primary schools. The emphasis is on adaptive materials rather than direct teaching.
Applicants will be expected to participate in the organisation of the Learning Support Scheme. Scale 2 post available for a suitable qualified candidate.
Application forms (sae) obtainable from Director of Education, P.O. Box 9, Chesfield House, Park Lane, Wembley HA9 7RW returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (5763) 110020

**Middle School Education**

**Headships**

SOMERSIDE

EDUCATION COMMITTEE
VACANCIES FROM SEPTEMBER, 1984
AND
TURLOMS MIDDLE SCHOOL
Turlums Road, Grimsby, Lincs.
Age Range 9 - 13
Roll: N.O.R. 351, Age Range 9 - 13
Application forms and further particulars are obtainable from the Director of Education, Education Offices, County Hall, Beverley, North Humberside HU17 9BA. (Tel: Beverley (0482) 881311, Ext. 3318 to whom completed forms should be returned within 14 days.
MARK WRENSHALL, 14TH MARCH, 1984. (5718) 120010

**Deputy Headships**

**Second Masters/Mistresses**

DORSET

CANFORD HEATH MIDDLE SCHOOL
Canford Road, Canford Heath
Roll 700
Age range, 590 on roll
Required September 1984 DEPUTY HEAD TEACHER.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Dorchester Road, Blandford Hill, Bournemouth BH9 3QR on receipt of S.A.E. Closing date 30th March, 1984. (5780) 120010

EALING

LONDON BOROUGH OF EDUCATION SERVICE
DOSTON MIDDLE SCHOOL
Queen Road, Ealing W13
Scale 2
Head required for September 1984, Group 4 salary. £987.
Application forms (sae) and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 3SU. To be returned by 16th March, 1984. (6090) 120010

**HAMPSHIRE**

NORTHERN PARADE MIDDLE SCHOOL
Doyle Avenue, Portsmouth PO2 9NS
DEPUTY HEADTEACHER, GROUP 4
Required from September 1984.
Closing date 16th March 1984.
Further details and application form from the Headteacher. (5784) 120012

**HAMPSHIRE**

CHARLES DICKENS MIDDLE SCHOOL
Turner Road, Portsmouth PO2 9EH
DEPUTY HEADTEACHER, GROUP 4
Required from September 1984.
Closing date 16th March 1984.
Further details and application form the Headteacher. (6090T) 120014

**ROME**

ST. GEORGE'S ENGLISH SCHOOL
Require a Deputy Head (Curriculum).
Please see Overseas Section. (6583) 120012

**ENFIELD**

LONDON BOROUGH OF ENFIELD
CLAVERS JUNIOR SCHOOL
Wilbury Way, London N18 1BX
Required for Summer term (Scale 1) a teacher for Lower School (years 1 - 3).
For further information see under Secondary, Mathematics, Scale 1 posts. (5782) 123422

**Modern Languages**

**Heads of Department**

**BEDFORDSHIRE**

NORTHERN AREA
ROBERT SPURCE MIDDLE SCHOOL
Hillgrounds, Kempston, Bedfordshire
Headmaster: Mr. P. Selby
Tel: Bedford 854561
8 - 13 Co-educational Middle School, 635 on roll
Required for September 1984, a Head of French to co-ordinate the subject throughout the school.
A Scale 2 post will be available to two teachers with appropriate qualifications and experience.
Applications from teachers able to assist with girls' games will be particularly welcome.
Application forms and further details from the Headmaster, enclosing a stamped addressed envelope.

**Mathematics**

**Scale 1 Posts**

**BEDFORDSHIRE**

LINSLADE MIDDLE SCHOOL
Mentmore Road, Linslade, Leighton Buzzard, Beds.
Headmaster: J. Webb
Required 1 April/September 1984, a teacher of Mathematics with the ability and qualifications throughout a Middle School.
Scale 1.
Application forms and further details obtainable from and returnable to the Headmaster at the School (SAE please). (5776) 123422

**BEDFORDSHIRE**

NORTHERN AREA
EDWARD PEAKE MIDDLE SCHOOL
Potton Road, Biggleswade, Bedfordshire
Required for Summer Term 1984 only. Teacher for Boys Physical Education with additional responsibility to teach Mathematics throughout the school.
See under Mathematics, Physical Education, Scale 1. (5604) 123422

**ENFIELD**

LONDON BOROUGH OF ENFIELD
CLAVERS JUNIOR SCHOOL
Wilbury Way, London N18 1BX
Required for Summer term (Scale 1) a teacher of Mathematics throughout the school.
See under Mathematics, Scale 1 posts. (5782) 123422

**WEST SUSSEX**

BISHOP BELL MIDDLE SCHOOL
Longridge Road, Tilgate, Crawley, Sussex
DEPUTY HEADTEACHER required September, 1984 for Group 4 school for children 8 - 13 yrs.
Details and application form from Area Education Officer, North Park House, Horsham Road, Crawley, Sussex. (5781) 120012

**Pool**

**By Subject Classification**

**English**

**Heads of Department**

**ISLE OF WIGHT**

COUNTY COUNCIL
MAYFIELD CE MIDDLE SCHOOL
Newport, Isle of Wight
St Vincent's Road, Ryde, Isle of Wight PO33 2LE
Age range 9 - 13 years
N.O.R. 240
HEAD OF LANGUAGE DEVELOPMENT (Scale 3)
Required for September, a well-qualified and experienced teacher of English to join the school and to be responsible for a large and lively library. An interest in and ability to help with Music, choral or instrumental work, plus an added advantage but not a determination.
Application forms and further details from the Headteacher on receipt of s.a.e.s. and should be returned by 16th March 1984. (5715b) 122416

**NORTHAMPTONSHIRE**

RE-ADVERTISEMENT

BLACKTHORN MIDDLE SCHOOL
Blackthorn Road, Northampton NN3 4PT

Applications invited for SCALE 3 teacher to be responsible for ENGLISH throughout the school required for September 1984. Vacancy arises owing to promotion of existing postholder. This is a new 9 - 13 purpose-built 9 - 13 middle school with excellent library/resource facilities, a drama studio and the services of a full-time librarian.
Previous applicants will still be considered.
Application form and further details available from Headmaster (s.a.e. please). (5740) 122416

**SUFFOLK**

COUNTY COUNCIL
BECCLES HIGH SCHOOL
Castle Hill, Beccles NR34 7RQ
(9 - 13 : 469 on roll)
Required from September 1984 a specialist teacher to co-ordinate the teaching of English throughout the school. Some general class teaching will also be required.
Application forms and further details available from the Headteacher (s.a.e. please), to whom they should be returned. (5584) 123422

**EALING**

LONDON BOROUGH OF EDUCATION SERVICES
ADVISORY TEACHER SCALE 4 - ASIAN LANGUAGES
Required for April
For further details see display advert. under 'Miscellaneous pages'. (5763) 123618

**Scale 1 Posts**

**MERTON**

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
WESTERN MIDDLE SCHOOL
Grosvenor Road, Mitcham, Surrey CR4 3HB
Headteacher: Mrs. V. Morris
Tel: 01-648 4450
9 - 13 years
London Allowance: £987
Closing Date: 9th April 1984
Temporary French Specialist required, for Summer, 1984. 2nd, 3rd and 4th year French plus General Subjects.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (5785) 123622

**Music**

**Scale 1 Posts**

**BEDFORDSHIRE**

NORTHERN AREA
FARNFIELDS MIDDLE SCHOOL
Park Road, Toddington, Bedfordshire LU5 6AB
Headmaster: Mr D. Calcott
Tel: Toddington 3585
9 - 13 Co-educational Middle School, number on roll 330
Required for the Summer term 1984 only, a temporary Specialist teacher of Music, Scale 1.
A versatile and enthusiastic teacher is sought to take charge of the Music Department. The Department will establish musical activities including two bands, orchestras, modern groups and a choir.
The School also has the service of a number of peripatetic instrumental teachers.
The successful applicant will be required to organise a practical and creative syllabus with emphasis on performance and participation.
A Scale 2 post may be available for a suitably qualified and experienced candidate.
Application forms and further details available from the Headteacher on receipt of a s.a.e., and should be returned by 16th March, 1984. (5788) 123422

**Religious Education**

**Heads of Department**

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
BENENDEN SCHOOL
LONGFIELD C.E. MIDDLE SCHOOL
Main Road, Longfield, Kent DA3 7QH
Required for September 1984 Head of R.E. (Scale 2).
Ideally the applicant will be responsible for a class and some General Subjects.
Application forms and further details available from the Headmaster. Please enclose a stamped addressed envelope. Closing date: 6 weeks from the appearance of this advertisement. (6051) 124416

**Other than by Subject Classification**

**Scale 1 Posts**

**KIRKLEES**

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LEPTON MIDDLE SCHOOL
Wood Top, Lepton, Huddersfield HD8 0LD
Required from Easter 1984 a temporary teacher SCALE 1 for one term only to teach general subjects including French, through the remainder year of this 10 - 13 Middle School.
Application forms (s.a.f.e. please) from the Head Teacher at the school to whom completed forms should be returned as soon as possible. (5558) 123622

**Physical Education**

**Scale 1 Posts**

**BEDFORDSHIRE**

NORTHERN AREA
EDWARD PEAKE MIDDLE SCHOOL
Potton Road, Biggleswade, Bedfordshire
Acting Headteacher, Mrs M. McKeigh
Tel: Biggleswade 313613
9 - 13 Co-educational Middle School, Number on roll 330
Required for the summer term 1984 only, a specialist teacher for Boys Physical Education who has the ability to teach Mathematics throughout the school, Scale 1.
Application forms and further details from the Headmistress, see please. (5788) 123422

**Secondary Education**

**Headships**

**DEVON**

Please see displayed advertisement on Page 63. (5788) 130010

**HERTFORDSHIRE**

KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock, Herts. SG7 6AW
Applications are invited for HEADTEACHER (Group 10) of this (1118 - 11 - 18 specialist all-ability school with 860 pupils on roll) 140 in sixth Form. The post is available from 1st September 1984.
Application forms and further details available from the Divisional Education Officer, Grammar School Style, Divisional Office, Herts SG5 1JN. S.a.e. please.
Completed applications to be returned by FRIDAY, 23rd March 1984. (5712) 130010

SECONDARY HEADSHIPS
continued

**POWYS**

COUNTY COUNCIL
EDUCATION DEPARTMENT
BUILTH WELLS HIGH SCHOOL
(Mixed Comprehensive 11 - 18)
Required for 1st September, 1984 a qualified Head Teacher. Salary group 3. Application forms and further particulars (obtainable from Director of Education, Education Department, The Lindens, Spa Road, Llangurig (Old Walis), Powys LD1 5HA), to whom completed forms should be returned by 19th March, 1984. (Ref:- 181). (34633). 130010

**BERKSHIRE**

EMMBROOK SCHOOL
Emmbrook Road, Wokingham RG11 1BS
NOR 1,140 (11 - 18 co-ed Sixth Form 130 Air Force)
Required September, 1984 HEADTEACHER (Group 11) to be responsible mainly for curriculum development and pupil assessment. In addition the successful candidate would be expected to play a full and active part in the general life of the school.
Application forms and further details from the Headteacher (SAE).
Closing date March 16th, 1984.
Berkshire County Council is an equal opportunity employer. (60934) 130012

**BUCKINGHAMSHIRE**

COUNTY COUNCIL
BUCKINGHAMSHIRE COUNTY SECONDARY SCHOOL
London Road, Buckingham, Bucks. MK18 1AD
Headteacher: P. Contesworth B.A.
Roll: 425 pupils
Group: 5
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this school from SEPTEMBER 1984.
Main responsibilities will include Curriculum Development and time tabling. Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be reconsidered.
Application form and further details (s.a.e.) from and to be returned to the Headteacher at the school. Closing date: 16th March. (617333) 130012

**BURY**

METROPOLITAN BOROUGH OF BURY
DEPUTY HEAD TEACHER
(Group 5)
Required at Philips High School, Higher Lane, Whitefield, Manchester M25 7FS to be responsible to the Headmaster for the duties connected with the organisation and development of the curriculum including the timetabling in this mixed 11 - 16 comprehensive school.
Application forms and further details available from the Headmaster and returnable to the Headmaster at the School (S.A.E. please) by Friday 16th March 1984. (571461) 130012

**HAVERING**

LONDON BOROUGH OF HAVERING
BEDFORDS SCHOOL
Ford Lane, Rainham RM13 7EB
(Roll 965 Mixed)
Tel: Rainham 54361
Headteacher: A.J. Smith. B.Sc., F.G.S.
Required for September 1984, an enthusiastic Senior Teacher with experience of pastoral care. The vacancy involves the oversight of girls' discipline and welfare, the implementation of equal opportunities across the curriculum.
The teacher appointed will be part of a dedicated and active Senior Management team and will contribute to the determination of school policy.
This is a re-advertisement.
Letters of application enclosing full curriculum vitae and the names and addresses of two referees should be sent to the Headteacher. (57358) 130012

**HOUNSLOW**

Senior teacher co-ordinator of Community Provisions.
Spring Grove School under youth and community scheme. (60078) 130012

**KINGSTON UPON THAMES**

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL (GRAMMAR)
Richmond Road, Kingston upon Thames, Surrey KT2 5PJ.
4-form entry: 719 pupils with 110 in the 6th Form (specialising in Dr. B.Sc. Nicola M.A. (Oxon) Ph.D.
SECOND DEPUTY HEAD-TEACHER Required for September 1984. An enthusiastic and successful graduate teacher with considerable organisational skills, imagination and initiative is sought.
Salary: Deputy Head, Group 19 plus London Allowance (£647).
Application forms and further details obtainable from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (S.A.E. please) to whom completed forms should be returned by 16 March 1984. (617555) 130012

**DORSET**

STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster, Newton.
Tel: (0258) 72649
(11 - 16 Mixed Rural Comprehensive - 600 Pupils)
Required September: Second Master/Mistress (Deputy Head, Group 5 allowance). This key appointment offers a challenging managerial and administrative role. The post includes responsibility for Pastoral organisation within the school including girls' welfare and discipline.
Application form and further details (sae) from the Headteacher. Closing Date 16 March 1984. (57432) 130012

**ESSEX**

EPPING FOREST HIGH SCHOOL
Honeycroft Gardens, Loughton
(Roll 1400 - 11 - 18)
Tel: 01-508 5806
DEPUTY HEAD, GROUP 12 (plus Fringe Allowance)
Required for September 1984. Well qualified and experienced Graduate to undertake wide-ranging management responsibilities. Experience of pastoral care and Headship. Closing date: 16.3.84.
Application form and details from the Year Base Education Office, St. John's Road, Epping. (foolscap s.a.e. please).

TABOR HIGH SCHOOL
Cromwell Road, Braintree (Roll 1351)
Tel: (0376) 23701
SECOND DEPUTY HEADTEACHER (Group XI)
Required September, 1984 Deputy Headteacher (of three) for this 13 - 18 Co-education comprehensive school. The person appointed will be responsible for Curriculum Development/time-tabling/pastoral/administrative duties.
Closing date: 16th March, 1984.
Application forms and further details available from the Area Education Office, Crossman House, Bocking End, Braintree. (foolscap s.a.e. please). (000065) 130012

**OLDHAM**

METROPOLITAN BOROUGH
SECOND DEPUTY HEAD
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham OL9 8JZ
Required for September 1984 at this Group 11 11 - 18 mixed comprehensive of about 1,550 pupils including 120 in the 6th Form.
There are cohesive areas of responsibility for each of three deputies, centred on the roles of 'Director of Studies', 'Professional Tutor' and 'Head of Lower School and Pastoral Care'. These roles may rotate and the present vacancy could relate to any of the three.
A graduate is required, with wide experience and a forward looking approach.
Application forms/further details (sae please) are available from the Director of Education, Civic Centre, Oldham OL9 6DP to be returned by 16th March, 1984. (57477) 130012

**ROME**

ST. GEORGE'S ENGLISH SCHOOL
requires a Deputy Head (Curriculum).
Please see Overseas Section. (658338) 130012

**SANDWELL**

METROPOLITAN BOROUGH OF SANDWELL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Multi-Ethnic Comprehensive)
Required September 1984, April or
First Deputy Head Teacher - Group 12.
With proven management skills and sound experience of curriculum development and timetabling.
Application forms and further details available from and returnable to Director of Education, P.O. Box 41, Oldbury, West Midlands B70 8RO. Closing date 16th March 1984.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (34083) 130012

**LONDON**

NOTRE DAME HIGH SCHOOL (RC)
113 St. Stephens Road, London SE3
(Roll 1020)
Girls 4 form Comprehensive (11 - 18 (Roll 700)
100 in Sixth Form
Re-organising to a 11 - 16 school in near future Sixth Form will feed into Sixth Form Centre.
REQUIRED SEPTEMBER 2nd Deputy Head. Curriculum Development and Assessment Procedures.
Ability to work closely as the Header Management Team and to be able to contribute to the curriculum development of the school.
A committed Catholic essential, with an awareness of the needs of the time.
Apply with curriculum vitae and the names and addresses of two referees to the Headmistress. (60983) 130012

**MERTON**

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
SACKVOTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1SP
Headteacher: Mr. G.D.N. Gilles, M.A.
Tel: 01-764 8119
Age Range: 13 - 18 years
No. on Roll: 770
Sixth Form Allowance: £987
Closing Date: 16th March 1984
Required September 1984 due to promotion of present holder. SECOND Master/Mistress to join the Senior Management Team of this 13 - 18 Group 11 mixed high school.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (37888) 130012

**SUFFOLK**

COUNTY COUNCIL
DENNE HIGH SCHOOL
Yarmouth Road, Lowestoft NR32 4DJ
13 - 18 Comprehensive (895 on roll)
Required for September 1984, due to retirement, a Second Master/Mistress (Deputy Head Scale) to play a full part in the Senior Management Team of this Group 11 mixed comprehensive school. Responsibility will include curriculum development and timetabling.
Application forms and further details obtainable from the Headteacher at the school (on receipt of s.a.e.) to whom they should be returned. (63888) 130012

**SUNDERLAND**

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
PENNYWELL SCHOOL
Durham Road, Sunderland SR4 9BA
(Group 12)
(11 - 18 mixed, comprehensive, approx. 1400 on roll)
Required for September 1984:
SECOND MASTER/MISTRESS
Application forms and further particulars, including an outline of the post and its responsibility, obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN. Completed forms to be returned by 16th March, 1984. (57567) 130012

**WILTSHIRE**

COUNTY COUNCIL
ST. AUGUSTINE'S R.C. SECONDARY SCHOOL
Trowbridge
(Roll 500, 11 - 16 mixed, Group 8)
Second Master/Mistress required for the Autumn Term 1984 (Re-advertisement - previous applicants will be contacted).
The Governors are seeking a well-qualified and experienced teacher for this important senior post. The duties will include the general welfare and discipline of girls, the promotion of the Christian ethos of the school, the position in her religious order, applicants must be committed Catholics.
Application form and further details including a copy of the school brochure is available from the Headmaster (s.a.e. stamp please). Closing date 23rd March 1984. (57592) 130012

**SHEFFIELD**

CITY OF SHEFFIELD
EDUCATIONAL DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Required for September 1984 an Assistant Headteacher, Group 12 for this 11 - 18 multiracial secondary school (1,169 pupils, with 200 in the VI form. The school is set on 50 acres of parkland in the south west of the city.
This promising post will offer considerable scope for leadership, both through particular initiatives and within the pastoral work of the school, to a candidate with appropriate energy and ambition.
Application forms and further details are available from the Headteacher at the school (enclosing completed forms should be returned by FRIDAY, 16 MARCH 1984. (57455) 130012

**Remedial Posts**

**Heads of Department**

**CUMBRIA**

COUNTY COUNCIL
Head of Department Special Needs
Scale 3.
For our ad. on Pages 67, Cumbria. (57188) 131018

**SUFFOLK**

COUNTY COUNCIL
CLAYDON HIGH SCHOOL
Bramford Lane, Ipswich IP8 4EG
(Roll 784
11 - 16 mixed comprehensive.
HEAD OF SPECIAL NEEDS DEPARTMENT SCALE 3
teacher is required September 1984 to co-ordinate the work of this important department catering for children with special educational needs. The work will involve the organisation and implementation of appropriate programmes of remedial and supportive work and close liaison with the rest of the department and schools. Closing date for application 16th March.
Forms and further details are available from the Head Teacher (s.a.e. please) to whom they should be returned. (57000) 131018

**Scale 1 Posts**

**BROMLEY**

LONDON BOROUGH OF BROMLEY
CHARTERHOUSE SCHOOL
Charterhouse Road, Orpington, Kent BR6 8ES
Required for September 1984 commencing April 5th 1984, a competent and experienced teacher of Secondary pupils who have special educational needs. The classes are following a course in Mathematics and Geography as part of an alternative curriculum but at an appropriate level for mixed ability gregarious group sizes.
A candidate who can additionally offer Music to lower school pupils would be particularly welcome but the post is essentially in the realm of Special Education and this specialisation is first priority qualification. Scale 1.
Although this is for a 1984 first intake, for one term only, there is some possibility that a part-time extension for the year 1984/85 could be offered.
Application forms available from the Headmaster at the School (foolscap s.a.e. please), to whom completed forms should be returned by 13th March 1984. (57639) 131022

**ENFIELD**

LONDON BOROUGH OF ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx.
(Founded 1558)
There will be a vacancy in April or September in this 11 - 18 Comprehensive School for boys for teaching in the REMEDIAL DEPARTMENT. The successful candidate will be expected to work with small groups of fourth and fifth formers who are following a pre-vocational course leading to C & G 365 certificate.
Applications from candidates seeking a first appointment will be welcomed.
London Allowance, £645.
Applications, enclosing a curriculum vitae and the names of two referees, should be made by letter to the Headmaster at the school as soon as possible. (57491) 131022

**WALTHAM FOREST**

AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FROM 30TH APRIL
RUSH CROFT HIGH SCHOOL
Rushcroft Road, E4
Head: Mr. Banister
TEMPORARY REMEDIAL TEACHER SCALE 1 (plus London Allowance) required in this comprehensive school (5 pupils aged 11 - 14 years, 8 pupils aged 14 - 16 years) to continue the development work of this highly successful and well equipped department during a Maternity Leave.
Application form and further details available from and returnable to the Head Teacher on receipt of S.A.E. Closing date: 16th March, 1984. Ref. F88/388. (60933). 131022

**OXFORDSHIRE**

COUNTY COUNCIL
THE DAREN SCHOOL
Witney Road, Witney
(Roll 810
11 - 16 mixed comprehensive
Required for September 1984, a teacher of Art and Design (Scale 3) to offer a broad and balanced curriculum to the more usual art disciplines.
Further details from the Headteacher (s.a.e. please) to whom a letter of application and the names of 2 referees should be sent. (57667) 131018

**Careers**

**Heads of Department**

**Scale 2 Posts and above**

**LONDON**

Inner London Education Authority
KINGSTON SIXTH FORM CENTRE
Kingston Road, N7
(Roll 420
Principal: Margaret Maden
Required September 1984 a Head Design teacher (Scale 3) to lead the Design Team in Art and Craft, responsible for the Design studies in the Art and within the Craft, Design and Technology department.
Art and Craft development and Design studies in Centre's Short course programme and in the new Diploma course for low achievers would also be expected to demonstrate a genuine commitment to comprehensive and continuing education in this innovatory sixth form.
Closing date 19th March.
ILEA is an equal opportunity employer. (579767) 131030

**Classics**

**Scale 1 Posts**

**RICHMOND UPON THAMES**

LONDON BOROUGH OF RICHMOND UPON THAMES
GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7RN
(11 - 16 mixed comprehensive)
Required for 1st May 1984, a graduate to teach Classical Studies and Religious Studies. Salary unestablished.
All children take G.C.S.E. 'O' Level in Classics (as a subject) Classical Foundation and Latin courses are taught by Year 4 and Latin 'O' level and C.S.E. Classical Studies examination courses. While unestablished post, this option from autumn 1984 cannot be guaranteed.
Forms and further details (s.a.e.) from the Headmaster or the Deputy Headmaster to whom completed forms should be returned as soon as possible. (57183) 131018

**Scale 1 Posts**

**HEREFORD AND WORCESTER COUNTY COUNCIL**

STOURPORT HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcs. DY13 9AX
Required for September 1984 a teacher of Textile Studies (Incorporating Design and Printing). Ability to teach other subjects in the Design Studies area is desirable. Knowledge of Textile Design and Technology is essential.
Further details and application forms can be obtained from the Headteacher.

**WOLVERHAMPTON BOROUGH COUNCIL**

EDUCATION COMMITTEE
REGIS SCHOOL
ART - SCALE 1
Temporary teacher, full time for one year, to commence from 19th March 1984 to leave in July 1985 (maternity leave in this 11 - 18 mixed comprehensive school).
Application forms are available from the Director of Education, Education Centre, Civic Centre, St Peter's Square, Wolverhampton WV1 1RP, to whom they should be returned by 14th March 1984 (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people are particularly encouraged in accordance with the Council's policy. (57828) 131022



SECONDARY EDUCATION
continued

**by Subject Classification**

**Arts and Design**

**Heads of Department**

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
HEALTH DIVISION
SWALE SCHOOL
SWEYA SIXTH SCHOOL FOR GIRLS
Sheppey Avenue, Sittingbourne
(Roll 9 (11 - 17 years)
Required from Summer/Autumn Term experienced and keenly looking teacher as Head of Art (Scale 3) in well equipped department. Art specialist preferred but other suitably experienced teacher will be considered.
Application forms and further information may be obtained from the Headmaster Crickhowell High School, Powys, NP8 1AY (s.a.e. please). Closing date for receipt of applications 7th March 1984. (Ref. 795). (579767) 131232

**WEST SUSSEX**

OATHALL SCHOOL
Appledore Gardens, Haywards Heath, West Sussex RH16 2AQ
11 - 16 years mixed comprehensive NOR 1100
Head of Careers (Scale 3) Required as from September 1984.
Apply by letter, within one week to Headmaster, giving details of subjects taught, together with names of two referees. (Ref. S.A.E.) (57487) 131418

**Commercial Subjects**

**Heads of Department**

**NEWHAM**

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Head's Road, London E6 2PS
Number on roll: 1800
NEAR TO DOCKLANDS
STUDIES Scale 3/4
Required September 1984.
To take charge of a department with courses covering a wide range of successful Business Studies courses at 4th/5th Form and Sixth Form.
'A' Level Accounting to commence at the 4th/5th Form, including the teacher qualified to teach Accounting but also the breadth of experience necessary to co-ordinate such courses and ensure their development in line with modern business practice with emphasis on information technology.
London Allowance £987.
Application forms (s.a.e. please) available from the Director of Education (specimen forms should be returned by 16th March 1984.
Director of Education, Education Offices, 370/383 High Street, Stratford, E15 4RD. (57878) 131018

**Scale 2 Posts and above**

**BERKSHIRE**

HIGHDOWN SCHOOL
Emmer Green, Caversham, Reading RG4 8LR
N.O.R. 1450
Required September 1984 TEACHER OF BUSINESS STUDIES (Scale 3). The school has a computer centre with word processing stations have been established and there are excellent opportunities for an applicant with a developed interest in modern technology. Business Studies is well established and expanding to cater for pupils between 14 - 18.
Application forms and further details from the Headmaster (s.a.e.).
Closing date March 16th, 1984.
Berkshire County Council is an equal opportunity employer. (60935) 131820

**ESSEX**

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1485)
Tel: Basildon 552536
COMMERCIAL SUBJECTS AND KEYBOARD SKILLS
Required September 1984 to develop a department. Scale 2 available. Graduates apply. Accommodation - a scarce commodity - RSA and Pitman examinations. The school has a large 6th Form with many students on Business courses: additionally it is planning Secretarial and A/Level courses. Ability to offer EXPERTISE preferably to RSA, PITMAN, One and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**ESSEX**

CASTLE VIEW SCHOOL
Canvey Island
(Roll 900 Projected 1984)
Tel: Canvey Island (0268) 683711
SCALE 3 BUSINESS STUDIES, Scale 3
Required September, to take charge of Business Studies and Commercial and Business Studies. New expanding school.
Forms and details from Headteacher (foolscap s.a.e. please).

**WEST HATCH HIGH SCHOOL**
High Road, Chigwell, IG7 5BT
(Roll 1140 - 11 - 18 Mixed Comprehensive)
Tel: 01-504 8216
BUSINESS STUDIES, Scale 2
(London Fringe Allowance paid)
Required from September 1984 to act as second in department which teaches shorthand, typewriting, office practice and accounts to 'O' CSE and RSA and Pitman at a different level. The school has a large 6th form, many of whom follow business courses including B.E.C. and RSA. Ability to teach accepted as a TVEI school and the department will be closely involved in these developments.
Central Line tube. Closing date: 16th March, 1984.
Phone or write for further details and application form (foolscap s.a.e. please). (60007) 131820

**Scale 1 Posts**

**BARNET**

LONDON BOROUGH
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts.
Tel: 01-449 2984
Comprehensive Roll 876.
Sixth Form 125
Nearest to Barnet Station
Required SEPTEMBER, 1984, a Business Teacher (Scale 1) to join expanding Secretarial Department. Ability to offer EXPERTISE preferably to RSA, PITMAN, Level, and SHORTHAND. One - and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**BRENT**

LONDON BOROUGH OF BRENT
QUEEN'S HIGH (MIXED) SCHOOL
Queensbury Street, NW10
(Roll 1020 - 11 - 18)
Headmaster: Mr M.R.H. Tovey, M.A.
Required for the Summer Term a Temporary TEACHER OF COMMERCIAL SUBJECTS (Scale 1) able to prepare older pupils for RSA Typewriting and CSE Commercial Studies courses and to teach 'O' Level Accounts in the 6th form. Would be an advantage if applicant could also teach Shorthand.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher (returnable within 10 days. (57633) 131822

**ESSEX**

WEST HATCH HIGH SCHOOL
High Road, Chigwell, IG7 5BT
(Roll 1140 - 11 - 18 Mixed Comprehensive)
Tel: 01-504 8216
BUSINESS STUDIES TEACHER, Scale 1 (London Fringe Allowance)
Required for September 1984 to teach a range of Shorthand, typewriting, accounts, office practice to CSE, RSA and Pitman examinations. The school has a large 6th Form with many students on Business courses: additionally it is planning Secretarial and A/Level courses. Ability to offer EXPERTISE preferably to RSA, PITMAN, One and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
HOLLINGBOURNE SCHOOL
Part-time and full-time teachers of Commerce required for September at the following posts:
RAINHAM SCHOOL FOR GIRLS
Part-time
WORTHLANDS SCHOOL
Part-time
UPCHURCH MANOR SCHOOL
Full-time
Application forms available from The Divisional Education Officer, Municipal Buildings, Dunkirk, Kent ME13 9HZ (s.a.e. please). (600657) 131822

**BRENT**

LONDON BOROUGH OF BRENT
QUEEN HIGH (MIXED) SCHOOL
Queensbury Street, NW10
(Roll 1020 - 11 - 18)
Headmaster: Mr M.R.H. Tovey, M.A.
Required for the Summer Term a Temporary TEACHER OF COMMERCIAL SUBJECTS (Scale 1) able to prepare older pupils for RSA Typewriting and CSE Commercial Studies courses and to teach 'O' Level Accounts in the 6th form. Would be an advantage if applicant could also teach Shorthand.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher (returnable within 10 days. (57633) 131822

**Computer Studies**

**Heads of Department**

**ESSEX**

WEST HATCH HIGH SCHOOL
High Road, Chigwell, IG7 5BT
(Roll 1140 - 11 - 18 Mixed Comprehensive)
Tel: 01-504 8216
BUSINESS STUDIES TEACHER, Scale 1 (London Fringe Allowance)
Required for September 1984 to teach a range of Shorthand, typewriting, accounts, office practice to CSE, RSA and Pitman examinations. The school has a large 6th Form with many students on Business courses: additionally it is planning Secretarial and A/Level courses. Ability to offer EXPERTISE preferably to RSA, PITMAN, One and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
HOLLINGBOURNE SCHOOL
Part-time and full-time teachers of Computing required for September at the following posts:
RAINHAM SCHOOL FOR GIRLS
Part-time
WORTHLANDS SCHOOL
Part-time
UPCHURCH MANOR SCHOOL
Full-time
Application forms available from The Divisional Education Officer, Municipal Buildings, Dunkirk, Kent ME13 9HZ (s.a.e. please). (600657) 131822

**Scale 2 Posts**

**BARNET**

LONDON BOROUGH
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts.
Tel: 01-449 2984
Comprehensive Roll 876.
Sixth Form 125
Nearest to Barnet Station
Required SEPTEMBER, 1984, a Business Teacher (Scale 2) to join expanding Secretarial Department. Ability to offer EXPERTISE preferably to RSA, PITMAN, Level, and SHORTHAND. One - and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**ESSEX**

CASTLE VIEW SCHOOL
Canvey Island
(Roll 900 Projected 1984)
Tel: Canvey Island (0268) 683711
SCALE 2 BUSINESS STUDIES, Scale 2
Required September, to take charge of Business Studies and Commercial and Business Studies. New expanding school.
Forms and details from Headteacher (foolscap s.a.e. please).

**WEST HATCH HIGH SCHOOL**
High Road, Chigwell, IG7 5BT
(Roll 1140 - 11 - 18 Mixed Comprehensive)
Tel: 01-504 8216
BUSINESS STUDIES, Scale 2
(London Fringe Allowance paid)
Required from September 1984 to act as second in department which teaches shorthand, typewriting, office practice and accounts to 'O' CSE and RSA and Pitman at a different level. The school has a large 6th form, many of whom follow business courses including B.E.C. and RSA. Ability to teach accepted as a TVEI school and the department will be closely involved in these developments.
Central Line tube. Closing date: 16th March, 1984.
Phone or write for further details and application form (foolscap s.a.e. please). (60007) 131820

**Scale 1 Posts**

**BARNET**

LONDON BOROUGH
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts.
Tel: 01-449 2984
Comprehensive Roll 876.
Sixth Form 125
Nearest to Barnet Station
Required SEPTEMBER, 1984, a Business Teacher (Scale 1) to join expanding Secretarial Department. Ability to offer EXPERTISE preferably to RSA, PITMAN, Level, and SHORTHAND. One and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**ESSEX**

WEST HATCH HIGH SCHOOL
High Road, Chigwell, IG7 5BT
(Roll 1140 - 11 - 18 Mixed Comprehensive)
Tel: 01-504 8216
BUSINESS STUDIES TEACHER, Scale 1 (London Fringe Allowance)
Required for September 1984 to teach a range of Shorthand, typewriting, accounts, office practice to CSE, RSA and Pitman examinations. The school has a large 6th Form with many students on Business courses: additionally it is planning Secretarial and A/Level courses. Ability to offer EXPERTISE preferably to RSA, PITMAN, One and two-year specialist courses run in Sixth Form and RSA General courses begins this year.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57486) 131822

**ESSEX**

SANDON SCHOOL
Volmers Lane, Chelmsford CM1 7JJ
Tel: Chelmsford 73611
SCALE 1 COMPUTER EDUCATION, Scale 1
Required for September 1984: an experienced teacher to co-ordinate and develop Computer Education throughout the school.
Apply by letter to the Headteacher with c.v. (foolscap s.a.e. please). (600153) 130018

**HUMBERSIDE EDUCATION COMMITTEE**

HEADS

Required for September, 1984 for the following schools

Greatfield High School, Hemswell Avenue, Hull, North Humberside
937 Pupils on roll, Burnham Group 11, Age Range 13–18

Riddings Comprehensive School, Enderby Road, Scunthorpe, South Humberside
821 Pupils on roll, Burnham Group 10, Age Range 11–16

Applications are invited from suitable qualified and experienced teachers for the posts of Headteacher which will become vacant with effect from 31st August, 1984, following the retirement of the respective Heads of the Schools. The successful candidates will be expected to commence duty in September, 1984.

Application forms and further particulars are obtainable from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA. (Tel: (0482) 867131, Ext. 3316 to whom completed forms should be returned not later than Wednesday, 21st March, 1984.

*All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.* (9142)

SOUTH GLAMORGAN COUNTY COUNCIL

**DEPUTY HEADSHIPS**

**SECONDARY SCHOOLS**

Applications are invited from suitably qualified and experienced teachers for the Deputy Headships of the following 11–16 Mixed Comprehensive Schools. The successful candidates will be required to take up duties in September, 1984:

(a) Cantonian High School, Cardiff – Group 12
The vacancy has arisen through retirement. No. on Roll 1400, 6 Form Entry.

(b) Fitzalan High School, Cardiff – Group 12
The vacancy has arisen through retirement. No. on Roll 1400, 6 Form Entry.

(c) Glan Ely High School, Cardiff – Group 11
The vacancy has arisen through promotion. No. on Roll 1160, 6 Form Entry.

(d) St Cyres Comprehensive School, Penarth – Group 11
The vacancy has arisen through promotion. No. on Roll 1740, 7 Form Entry.

Application forms and further details may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom the applications should be returned within fourteen days of the appearance of the advertisement.
L. J. A. Cule, Director of Education, Education Offices, Kingsway, Cardiff.

**Second Master/ Second Mistress**
**Highview High School**
**The Chase, Wallington, Surrey.**

Required from 1st September 1984
The school has approximately 470 pupils on roll.
Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (S.A.E. please). 24 hour telephone answering service: 01-661 5741.
Closing date 16th March 1984
**London Borough of Sutton**

**St Christophers Community Home with Education**
**Scale I Teacher**

St Christophers in Hayes, Middlesex, is managed by Social Services for the London Region. It has developed as a flexible resource in an urban setting to provide full residential care for 20+ boys and day care for up to 15 boys (13–18 years). These boys have a wide range of abilities and difficulties. The home works closely with families, the community and local schools.

We need a TEACHER
– to plan and execute individual educational programmes
– to work with individuals or small groups
– to teach basics and general subjects
– help develop programmes for 16+
– to blend intellectual, social and life skills teaching
– to offer a range of other skills and interests
– to manage 'extreme' behaviours
– to participate with residential and field social workers

For further information, please ring Kath Lewis (Assistant Principal) or Phil Friend (Principal) on 01-561 1299.
Salary dependent on experience plus £1,088 Responsibility Allowance and Outer London Weighting.
Application form and further details from the Personnel Officer, Ref: SS/28/170XE, Civic Centre, Uxbridge, Telephone Uxbridge 50589 (24 hour answering service). Applications from disabled persons welcome.
Closing date 16th March 1984.

**Hillingdon**

**HEADTEACHERS**
**Secondary**

**Burrington Secondary School,**
Honicknowle Lane, Plymouth. (Roll 820)
**Head Teacher (Group 10) £16,008–£17,262**
**Readvertisement**
Required September 1984. A plan has recently been approved by the County Council to reorganise the school as a 11–16 Comprehensive. Further details and application form (foolscap SAE please) from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Previous applicants will be reconsidered. Closing date 17th March, 1984.

**Chulmleigh School and Community College,**
Chulmleigh EX18 7AA
**Head Teacher (Group 9) £15,027–£16,281 + 10% Wardens Allowance**
Required from September 1984 for this 11–16 mixed School and Community College.
Application form and further details from Area Education Officer, Civic Centre, North Walk, Barnstaple EX31 1EG. (foolscap SAE please). Closing date 16th March, 1984.

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**HEADTEACHERS**
**Primary**

**Torquay Shiphay County Primary School,**
Exe Hill, Torquay, TQ2 7NF. (Roll 309)
**Headteacher (Group 5) £11,457–£12,672**
Required September 1984. Application forms and further details from Area Education Officer, Oldway, Paignton, TQ3 2TE (foolscap SAE please). Closing date 16th March, 1984.

**Ivybridge Infants School**
Station Road, Ivybridge. (Roll 141)
**Headteacher (Group 4) – £10,572–£11,764**
Required September 1984. Application forms and further details (foolscap SAE please) from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 14th March, 1984.

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**SCALE POSTS**
**Secondary**

**Plymstock School,**
Church Road, Plymstock, Plymouth, PL9 9AZ. (Roll 1,450)
**Scale 3 – Head of Craft, Design and Technology**
Required September 1984 to be in charge of Department and to teach mainly Technology and/or Design. Closing date 14th March, 1984.

**Tiverton (13–18 Years Comprehensive) School,**
Bolham Road, Tiverton, EX16 6SQ. (Roll 1,070)
**Scale 3 – Special Educational Needs.**
Required September 1984 or earlier if possible to take charge of the school's special unit (originally designated for ESN (M) pupils) and to play a major part in developing the school's policy and practice of relating and integrating special needs to the 'mainstream'. Closing date 16th March, 1984.

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Hatherleigh Road, Exeter, EX2 9JU. (Roll 1,207)
**Scale 2 – Science**
Required April or September 1984 a suitably qualified and experienced teacher of intergrated Science including SCISP. It is essential that applicants are well-versed in a resource based learning approach for which they will have responsibility for developing further within the school. Closing date 16th March, 1984.

**Tiverton (13–18 Years Comprehensive) School,**
Bolham Road, Tiverton, EX16 6SQ. (Roll 1,070)
**Scale 1 – Mathematics**
Required September 1984 a graduate mathematician to teach throughout the school. Ability to teach 'A' level mathematics essential. Closing date 16th March, 1984.

**Torquay Westlands Bilateral School,**
Warbro Road, Torquay, TQ1 3PS. (Roll 1,205)
**Scale 1 – History**
Required September 1984, to teach history. An opportunity to teach throughout the school. Westlands is a bilateral (Grammar/Modern) school with a 6th form of 130. Closing date 16th March, 1984.

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**SCALE POSTS**
**Primary**

**Tiverton William Shapland (9–13 Years Middle) School,**
Barlington Street, Tiverton, EX16 6QR. (Roll 343)
**Scale 2**
Required September 1984 to be co-ordinator of Year 2 and Remedial Department. Closing date 16th March, 1984.

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**SCALE POSTS**
**Special**

**Honiton Millwater School,**
Littletown, Honiton, EX14 2EG. (Roll 90)
**Scale 2(S) – Readvertisement**
Required September 1984 a forward looking teacher with experience in special education, who is prepared to work with children displaying a very wide range of learning difficulties and special needs. In addition to a teaching commitment the person appointed will be expected to lead the Development of Mathematics in the Curriculum throughout the school and to assist the Deputy Head in the liaison between school, parents and supporting agencies. A co-operative approach is used throughout the school whilst the teaching groups are organised by both academic and social attainment as well as by age.
Previous applicants may re-apply.
Closing date 16th March, 1984.

**DEVON**

SECONDARY EDUCATION
COMPUTER STUDIES
continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE
GRAMMAR SCHOOL
Ramsgate, Kent
Tel: (0843) 51075
700 boys. 6th Form 200
Required for September, Graduate Head of Computer Studies (Scale 3) to take charge of teaching of the subject throughout the school and to play a leading part in establishing the use of computers as a major teaching resource across the curriculum. Successful candidate must demonstrate above average ability to teach to and A Level.
Further details of the school available from the headmaster to whom letters of application (no forms) with C.V. and names and addresses of two referees should be submitted by 16th March. (60056) 132016

## Scale 2 Posts and above

CUMBRIA

COUNTY COUNCIL
Teacher in Computing Scale 2
See our ad. on Page 67. (57153) 132020

## Scale 1 Posts

ENFIELD

LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Rd., Enfield EN1 4RQ
Mixed Comprehensive. Roll 1,400
Required for September 1984, or Summer Term 1984, teacher of COMPUTER STUDIES. Scale 1. The department runs courses at various levels from the third to sixth years, including 'A' level G.C.E.
Although there would be a full computer studies timetable available, candidates are invited to state any other subject they would be interested in teaching.
London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (foolscap S.A.E.) obtainable from the Headmaster, to whom they should be returned within 10 days.

KIRKLESS

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BRIGHTON HILL SCHOOL
Scholemoor Avenue, Lindwood, Huddersfield HD4 7BB
(Roll 430 Mixed)
Required from Easter or September 1984 a teacher of MATHEMATICS to share in the 11-16 comprehensive school [illegible]
Letters of application giving curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school within 7 days of this notice in the Times Ed. Supplement. 132024

SUTTON

LONDON BOROUGH OF SUTTON
SUTTON MANOR HIGH SCHOOL FOR BOYS
MATHEMATICS/COMPUTER STUDIES: SCALE 1/2
See main advertisement under Secondary, Mathematics. (57142) 132032

SUTTON

LONDON BOROUGH OF SUTTON
SUTTON MANOR HIGH SCHOOL FOR BOYS
MATHEMATICS/COMPUTER STUDIES: SCALE 1/2
See main advertisement under Secondary, Mathematics. (57143) 132032

## Craft, Design & Technology

## Heads of Department

DEVON
Please see displayed advertisement on Page 65. (57856) 132118

ESSEX

CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
(Roll 900 Projected)
Tel: Canvey Island 686811
HEAD OF CRAFT, DESIGN AND TECHNOLOGY. Scale 4
Required September, Head of Department able to teach Technology and other workshop crafts. New expanding school with excellent facilities.
Forms and details from Headteacher (foolscap s.a.e. please).

CLACTON COUNTY HIGH SCHOOL
Vista Road, Clacton-on-Sea
(Roll 1400)
Tel: Clacton 424966
CRAFT, DESIGN AND TECHNOLOGY. Scale 3
Required September. Head of Handicrafts Department. The school offers Metalwork and T.D. to CSE and 16 plus.
Apply by letter to the Headteacher within 14 days with curriculum vitae and two referees. S.a.e. if further information required. (6896) 132118

## Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDWAY DIVISION
HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham, Kent
Scale 2 Teacher of TECHNICAL STUDIES required as soon as possible. The successful applicant must be able to teach Metalwork and Graphics. Communication and be in sympathy with a design-based approach. Applicants should be prepared to teach across the age and ability range within the school. Forms are taken to C.S.E. and 'O' level.
Letters of application with curriculum vitae and the names and addresses of two referees to the Headmaster at the school.
This is a re-advertisement. Previous applicants need not re-apply. (60057) 132120

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE

SUPPLY TEACHERS

Qualified teachers preferably with experience are invited to apply for positions on Brent's pool of Supply Teachers (Scale 1). The work could include long term cover for teachers on maternity leave as well as for casual sickness.
Application forms (sae) from:
Director of Education
P O Box 1
Chesterfield House
9 Park Lane
Wembley HA9 7RW
returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.

LONDON

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL FOR BOYS
Essex Road, London E10
Head: Mr. T. Keegan
REQUIRED FOR SEPTEMBER 1984
TECHNOLOGY TEACHER SCALE 2 plus Outer London and Social Priority allowances required in this comprehensive school for boys (500 on roll) to be in charge of workshop (Head C.S.E. and A-level courses in Modular Technology and to contribute to all aspects of C.D.T. including vocational courses, in a well equipped and forward looking department.
Apply Headteacher for Application Form and further details (send s.a.e.).
Closing date: 16th March 1984. Ref: P82/321. (57218) 132120

## Scale 1 Posts

BERKSHIRE

FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road,
Maidenhead, Berks. SL6 7NO
(NO 0070 YEFE co-ed)
Required September 1984, or Summer if possible, ASST. TAN TEACHER (Scale 1) for CRAFT, DESIGN AND TECHNOLOGY courses in this school on the edge of Maidenhead. With a full range of teaching available to a suitable applicant, preferably someone interested in a developed approach to this subject area, and with good workshop accommodation, this would be a very suitable post for either a first appointment or an experienced teacher.
Apply immediately to the Headmaster, stating age, qualifications, any experience, interests and other relevant information (SAE). Closing date March 16th, 1984.
Berkshire County Council is an equal opportunity employer. (60921) 132122

KENT

HEAD OF DESIGN/CRAFT
SEVENOAKS SCHOOL
See Independent Schools Page 76. (57314) 132118

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL
Greenshill Road, Sutton.
Tel: 641 2080
(6 form entry, mixed 11 - 18 comprehensive, approximately 1200 on roll)
HEAD OF CRAFT, DESIGN AND TECHNOLOGY, SCALE 2
Required September 1984, an experienced and enthusiastic teacher (M/F) of craft, design and technology to lead a well-established department, where your contribution will be welcomed by an asset.
Modern well equipped workshops with specialist material and technician.
Examination courses to CSE, GCE 'O' and 'A' levels and link courses with a local FE College are established.
Apply by letter to the headteacher, enclosing curriculum vitae and names and addresses of two referees. (60058) 132118

HAMPSHIRE

GRANSDONE SCHOOL
Rosslyn Close, Basingstoke RG21 1NG
11-16 Mixed Comprehensive
N.O.R. 1344
Scale 1 Craft, Design & Technology. Required September 1984.
Further details/application forms (S.A.E. please) from Headmaster. (57857) 132128

HARINGEY

Express with Humanity
ST. THOMAS MORE R.C. SCHOOL
Glendale Gardens, Wood Green N22 6NN
Tel: 01-889 7174 and 0742
Mixed 11-18 comprehensive
CRAFT, DESIGN AND TECHNOLOGY, SCALE 1
Required September 1984 a teacher of technology (craft, design and technology) to lead a well-established department, where your contribution will be welcomed by an asset.
Modern well equipped workshops with specialist material and technician.
Examination courses to CSE, GCE 'O' and 'A' levels and link courses with a local FE College are established.
Apply by letter to the headteacher, enclosing curriculum vitae and names and addresses of two referees. (60059) 132118

LONDON

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London E4
Head: Mr. P. Taylor
REQUIRED FOR SEPTEMBER
C.D.T. TEACHERS SCALE 1 plus Outer London Allowance required in this comprehensive school for boys (840 on roll) to teach Craft, Design and Technology (Combined Materials. This is a strong department with good resources cross modular development and well established courses to 'A' level.
Contact Headteacher for Application Form and further details (send s.a.e.).
Closing date: 16th March 1984. Ref: P75/980. (57219) 132122

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Gabert
Numbers on roll: 1600
Required as soon as possible Technical Drawing, Scale 1 to teach mainly in Year 3 with some in Year 4.
Facilities are good. Langdon is a large, friendly and well organised school on one 45 acre site.
London Allowance: £987.
Apply direct to the Head Teacher, giving a brief curriculum vitae and the names of two referees.
Director of Education, Education Offices, Education Wing, Stratford, E15 4RD. (57981) 132122

NEWHAM

LONDON BOROUGH OF NEWHAM
SEAGRAVE MANOR SCHOOL
Boreham Road, London E6 3BQ
Head Teacher: D. Williams
TEACHER OF WOODWORK
Scale 1 (according to experience)
Required for 1984 or as soon as possible.
London Allowance: £987.
Application forms available from the Head Teacher to whom completed forms should be returned as soon as possible.
Director of Education, Education Offices, Education Wing, High Street, Stratford, London E15 4RD. (57980) 132122

NORFOLK

HEWETT SCHOOL
Cecil Road, Norwich
SCALE 1 CRAFT, DESIGN & TECHNOLOGY
An enthusiastic teacher required in September 1984 to join a large C.D.T. Department to teach mainly Geometrical and Engineering Drawing and Graphics to CDT 16 plus and C.S.E. levels with a possibility of 'A' level interest in and ability to teach C.D.T. workshop based subjects welcomed.
Application forms and further details from the Headteacher (s.a.e. please). (57131) 132122

NORTH YORKSHIRE

COUNTY COUNCIL
EMMOTT'S GRAMMAR SCHOOL
Gargrave Road, Skipton BD23 1PL
11-16 Voluntary Aided Selective co-ed school for boys
528 on roll
Required for September 1984, two Assistant Teachers of CRAFT, DESIGN AND TECHNOLOGY. One post at level work is partial use of Woodwork will be available.
The successful applicants will be required to teach some form of technical drawing, to junior classes and have an interest in the wider curriculum.
Applicants should be able to contribute to the curriculum vitae of the school. Please state which of the two posts you are applying for.
Apply by letter together with curriculum vitae of the headmaster of the school. Closing date 16th March 1984. (57984) 132122

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
REDHILL SCHOOL
Junction Road
Shiyoldfield, Washington NE38 8QE
(Roll 1170)
Required for September 1984 teacher of Craft, Design and Technology (Scale 1).
Ability to teach mainly junior technology courses is required.
Application forms available from the Headteacher (send s.a.e. please).
Closing date 16th March 1984.
Sunderland is an Equal Opportunities Employer. [illegible]

KENT

WOODWORK SPECIALIST FOR CRAFT AREA
SEVENOAKS SCHOOL
See Independent Schools Page 76. (57316) 132122

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BECKWITHSHAW HILL SECONDARY SCHOOL
Leeds Road, Harrogate
Heckmondwike WF16 9SB
(Ref. 429)
Required from Easter 1984 a teacher of SCALE 1 CRAFT & DESIGN for one term only to teach across the age range in this 4/5 form entry Secondary School.
Apply Headteacher for further particulars (s.a.e./s.a.e. please) are available from the Head Teacher at the school to whom completed forms should be returned s.a.e.p. (57614). 132122

LONDON

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London E4
Head: Mr. P. Taylor
REQUIRED FOR SEPTEMBER
C.D.T. TEACHERS SCALE 1 plus Outer London Allowance required in this comprehensive school for boys (840 on roll) to join a progressive department housed in modern accommodation and to teach throughout the school (C.S.E. to A-level).
A strong interest and expertise in Graphics would be additionally welcomed.
Ref. P90/984.

CHINGFORD HIGH SCHOOL
Wellington Road, E4
Head: Mr. J. Booth
REQUIRED FOR SUMMER TERM
C.D.T. TEACHER SCALE 1 (plus London Allowance) required in this comprehensive school for pupils aged 11 - 14 years (880 on roll)
Ref. P95/984.
Contact Headteacher concerned for Application Form and further details (send s.a.e.).
Closing date: 16th March 1984. Ref No. 8560. (60097) 132122

## Economics

## Scale 1 Posts

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Gabert
Numbers on roll: 1600
TEMPORARY TEACHER OF SOCIAL STUDIES Scale 1
Required as soon as possible, to cover a maternity leave. Well established department in this large, well-organised school on one 45 acre site.
London Allowance: £987.
Apply direct to the Head Teacher giving a brief curriculum vitae and the names of two referees.
Director of Education, Education Offices, Education Wing, Stratford, London E15 4RD. (57980) 132122

## English

## Heads of Department

SUTTON

LONDON BOROUGH OF SUTTON
SUTTON HIGH SCHOOL
Education Department
SUTTON HIGH SCHOOL
Cheam Road, Sutton
Sutton Common Road, Sutton Surrey SM3 9PS
Tel: 01-644 2507
(6 form entry, 11 - 18, approx 930 on roll)
HEAD OF ENGLISH, SCALE 3
Required September 1984, an experienced graduate to lead a large department. This is a key post in a forward looking school and applicants should have an enthusiastic approach to the teaching of English across the ability range.
A proven organising ability and an interest in curriculum development essential.
Courses to cater for CSE, GCE 'O' and 'A' levels and also RSA/LCCI Communication Skills.
Apply by letter to the headteacher, enclosing curriculum vitae and names and addresses of two referees. (57985) 132118

## Scale 2 Posts and above

OXFORDSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Barnfield, OX9 6JZ
Mixed 11-18 comprehensive
Required for September 1984 to assume responsibility for the teaching of English (Scale 2) and to lead the English Department and work with the English Department in further improving the teaching of English.
Apply by letter to the headteacher enclosing curriculum vitae, and names of two referees, and to the Director of Education, County Hall, Oxford OX1 1ND. Closing date: 16th March 1984.

SURREY

EDUCATION COMMITTEE
THE ROYAL ALEXANDRA & ALBERT SCHOOL
(12 - 16 Mixed Comp. Boarding School, NOR. 530)
CRAFTS Scale 1 teacher required April 1984. Preferably for METALWORK, although plans are now under discussion to introduce CRAFT, DESIGN AND TECHNOLOGY in a broad basis in the near future. Applicants should be able to C.S.E./O level. Opportunity exists to teach Design and Technology and/or Design & Technology Course. Candidates should state second teaching subject. Residential post. Accommodation available for married teacher. Extra emoluments paid for boarding duties. Full participation in boarding life required.
Further details from Head Tel: Merstham 3565. Applications should be returned by 17th March 1984. (60053) 132122

## Scale 1 Posts

BARNET

LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N12
Tel: 01-368 1783
Mixed Comprehensive. Roll 1150. Sixth Form 130
Required SUMMER TERM, 1984 only, temporary teacher of C.S.E. to teach up to 'O' level.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57485) 132422

BRENT

LONDON BOROUGH OF BRENT
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10
Roll 808, 6 F.E. 11 - 18).
Required for Mr M.R.H. Piercy, B.A.
Mixed Comprehensive.
Required as soon as possible to cover maternity leave, TEMPORARY TEACHER FOR ENGLISH (Scale 1).
Ability to assist with Girls' Games and Athletics essential.
Accommodation available.
Applications from graduates teaching at least one of GCE 'A' level English.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (57835) 132422

DONCASTER

MEXBOROUGH SCHOOL
Meals Road, Mexborough
S64 9SD
Tel: Mexborough 585888
REQUIRED for April 30 a graduate teacher of English to join a strong and well-established English department.
This is a large 11 - 18 school with 1630 pupils on roll, of which 240 are in the Sixth Form. The successful candidate will have had experience in 'A' Level teaching and a proven record of examination achievement.
Application forms are available from the Headmaster at the school, to whom they should be returned, without delay. (57143) 132422

EAST SUSSEX

BUCKSWOOD GRANGE
Teacher required, Sept. 1984.
See Independent Schools. Pastoral. Page 76. (57958) 132422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent
Required for September, at this Voluntary Aided Selective School for boys, a Selective intake of substantially above average ability. Contribution to games and/or societies important. Excellent scope for new entrant to the profession.
Applications by letter and c.v., together with details of two referees, direct to the Headmaster at the School. (60055) 132422

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth's Road, Kingston upon Thames KT2 6RL
(A Voluntary Controlled Grammar School of 875 boys, 215 in the Sixth Form)
REQUIRED SEPTEMBER, 1984, because of promotion a well-qualified young graduate to teach ENGLISH throughout the School up to and including a share of work in the Sixth Form, to age 11 - 18 level. A willingness to the easiest with the coaching of games (rugby and cricket), rowing, music, drama or schools societies would be welcome.
Salary: Burnham Scale 1, plus London Allowance.
Applications immediately to the Headmaster at the School with full curriculum vitae and names of three referees. (60054) 132422

NORTHUMBERLAND

FONTELAND COUNTY HIGH
Callerton Lane, Fontenland
Newcastle upon Tyne NE5 3QY
(Group 19, 13 - 18, Comprehensive 1075 pupils on the roll, 180 in 6th Form)
Required, from beginning of Summer term or soon thereafter, teacher of English (Scale 1).
It should be able to teach throughout school and certainly to 'O' and 'A' level teaching.
Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae) returnable to Mr Kerr (57740) from Headteacher. 132422

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BRADFIELD SCHOOL
Bradfield, Nr. Sheffield S30 1AA
Required for the Summer Term only, a temporary teacher of English, Scale 1 to teach throughout the age and ability range.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by 12th March, 1984. (60056) 132422



SECONDARY ENGLISH
continued

SURREY

EDUCATION COMMITTEE
GUILDFORD HIGH SCHOOL
Guildford
(11 - 18 Boys only, NOR. 750)
TEMPORARY scale 1 teacher required April 1984 for Summer Term, to teach mainly through literature throughout school.
Apply to Head Tel: 01-394 1955. (57834) 132422

WEST SUSSEX

FIELD SCHOOL
Lady Margaret Road, Ifield, Crawley, Sussex
Comprehensive - Boys & Girls 11 - 18
SCALE 1 ENGLISH
Required from Mid-March 1984 (or earlier term to fill temporary vacancy (Maternity Leave)) experienced and qualified teacher of English to teach mainly KS3 & second year.
Apply in writing to Headteacher at School - Crawley (0293) 528111. 132422

Teaching in the Third World is an education in itself. See under Overseas Section

(54010)

## Geography

## Heads of Department

CUMBRIA

COUNTY COUNCIL
Head of Dept. Geography Scale 3
See our ad. on Page 67. (57187) 132618

HULL

RYMERS COLLEGE
Hull
11-16 co-ed comp. 160 in 6th form
Required for September 1984, HEAD OF GEOGRAPHY DEPARTMENT, Scale 2
Application (no forms) with names of two referees should be sent to Director, Rymers College, Hull HU4 7EW. (60805) 132618

## Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Dunham Road, Dagenham
(Roll 1074)
Required for September 1984 GEOGRAPHY TEACHER to teach across the ability range including a share of 'O' and 'A' level studies. Geography and Human Ecology and a knowledge of approaches to the subject would be recommendations. Applications will be welcome from those who expect to enter the profession this year or who have completed more than one teaching year.
Scale 1, Inner London Allowance £987 per annum. Reimbursement of removal expenses in approved cases.
Please apply by letter to the Headmaster giving full details including the names and addresses of two referees, one of whom should be your present employer. Closing date: 16th March 1984. (60090) 132622

BURNLEY

LONDON BOROUGH OF BURNLEY
SCHOOL
Rigby R.C.
Rigby Road, West Ham, E13 9AA
Tel: 01-534 5824/8HH
Teaching Assistant
Applications are invited from suitably qualified graduates to teach Geography (Special Studies) to 'O' level, Sociology to 14 - 16 years. Project is used and Sociology is almost completely developing in the school.
Application forms and further details are available from the Headmaster to whom completed forms should be returned by 12th March.
Please (57862) 132622

DUDLEY

METROPOLITAN BOROUGH
ST. THOMAS GILBERT R.C. SCHOOL
Gilbert Road, Dudley
Principal: Mrs. J. Bond
Mixed 11-18 comprehensive
Required as soon as possible, a teacher of Geography to start August 1984 (Scale 1).
Applicants should be Qualified Teachers of GEOGRA-

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Aspen Way, Mitcham, Surrey CR4 1BP
Headteacher: Mr. J.L. Colclough, M.A.
Tel: 01-648 6437
Age Range: 13 - 18 yrs.
NOR: 1350 - 1400
LONDON ALLOWANCE £987
Required DATE: 16th March 1984
Required temporarily from April 1984 to July 13 - 18 yrs. Geography, and Social Studies to all levels - C.S.E., 'O' and 'A' level. Teacher of Human Ecology is a knowledge of approaches to the subject would be recommendations.
Applications will be welcome from those who expect to enter the profession this year or who have completed more than one teaching year. Scale 1, Inner London Allowance £987 per annum. Reimbursement of removal expenses in approved cases.
Please apply by letter to the Headmaster giving full details including the names and addresses of two referees, one of whom should be your present employer. Closing date: 16th March 1984. (60089) 132622

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:-
KING EDWARD VITH SCHOOL
London Road, Retford, Nott. DN22 6AU
Headmaster: M.G. Allen, B.A.
Mixed: 1080 (11 - 18)
Required as soon as possible TEACHER OF GEOGRAPHY (Scale 1) for a temporary appointment as cover for maternity leave.
Please apply by letter, giving names and addresses of two referees, to the Headmaster at the school, as soon as possible. (60057) 132622

SUTTON

WILSON'S SCHOOL
Wallington, Surrey SM6 0JW
Required at this Voluntary Aided School, for September 1984, 750 boys for 11 - 18 years, a Suitably Qualified Graduate Teacher of Geography. The successful candidate should be willing to contribute to the sport about 3 weeks during term and assist in the Field work at the School's own Field Centre in Dorset and an interest in games and C.C.F. would be very welcome.
The School has a selective intake of substantial ability and a Sixth Form of 150 all engaged on advanced level work, to whom do study Geography.
Applications should be with a complete Curriculum Vitae and indication of extra curricular interests, and the names of two referees to reach the Headmaster by 12th March, 1984. (54664) 132622

## History

## Heads of Department

HAVERING

LONDON BOROUGH OF HAVERING
HAYNES SCHOOL
Brackendale Gardens, Hornchurch, Essex RM11 2UB
(Roll 800 Mixed - Sixth Form 100)
Tel: Upminster 22960
Headteacher: Mr. J. Bonny, M.Ed., F.C.P.
Temporary Head of History with Government and Politics, Scale 3
Required from 4th June, or September 1984, to cover the maternity leave of absence of the present postholder, an experienced teacher of History and Government and Politics (the latter being offered in the Sixth Form only). The post would be well suited to a person who has held a similar position at some time.
Letters of application with curriculum vitae and the names of two referees should be sent to the Headmaster. Closing date: Friday, 16th March, 1984. (57984) 132618

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
RUNSRIDGE WELLS
UNITED DIOCESAN
BENNETT MEMORIAL C.E. (A) DIOCESAN SECONDARY SCHOOL
Culverden Park, Tunbridge Wells, Kent
(Roll 1100 boys with 170 in 6th form)
Required September 1984 HEAD OF HISTORY Scale 3 an experienced graduate to take charge of History throughout the school to Oxbridge level. Staffing of the department is within the Humanities Faculty.
Further details are available from the Headmaster (s.a.e. please).
Applications welcomed from experienced teachers and from new entrants to the profession - by letter and c.v. together with details of two referees, direct to the Headmaster at the school.

SURREY

EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Guildford
(11 - 18 Mixed Comp. NOR. 1300, 200 Sixth Form)
HEAD OF HISTORY
Required September 1984. Teach and organise subject throughout school. Flourishing courses at C.S.E. 'O' and 'A' levels.
Contact: Head of Guildford 38433. (57833) 132618

## Scale 1 Posts

BARNET

LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N12 0QG
Tel: 01-368 1783
Required SUMMER TERM, 1984 only, temporary teacher of C.S.E. to teach up to 'O' level.
Apply in writing to Head Teacher with full c.v. and names of two referees.
Director of Educational Services. (57485) 132422

CAMBRIDGESHIRE

HUNTINGDON AREA
ST. IVO SCHOOL
High Street, St. Ives, Cambs. PE17 4BR
(1681: 11 - 18 m)
Required for September: Academic Historian (Scale 1) for work to 'A' and Scholarship level: suit new entrant.
Application forms and further details from the Headmaster (SAE please) (57138) 132622

DEVON
Please see displayed advertisement on Page 65. (57860) 132622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent
Teaching Civic History and Political Studies required at this Voluntary Aided Selective, four-form entry, 13 plus Selective school for boys. Permanent post from April or September. Temporary post for Summer term possible.
Applications welcomed from experienced teachers and from new entrants to the profession - by letter and c.v. together with details of two referees, direct to the Headmaster at the school.

## Home Economics

## Heads of Department

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
Broom Road, Teddington, Middx. TW11 9PT
Headmaster: J.R.W. Oliver, M.A.
HEAD OF HOME ECONOMICS
Salary Scale 2 (plus Outer London Allowance of £645 p.a.)
Required for September 1984, Head of Home Economics, initially Scale 2 but subject to review with the development of the department.
Teddington School is an 11 - 16 s.f.e. comprehensive school for 1250 boys which is becoming co-educational in September 1984, when girls will enter from the Sixth Form.
The Head of Home Economics will face the challenging and rewarding task of setting up a new department.
The excellent facilities will include Home Economics rooms and Needlework rooms fitted with the most modern equipment.
The school, which is in a very attractive area with grounds extending to the bank of the Thames, is within easy reach of central London.
Forms and further particulars (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middx. TW1 3QB, returnable to the Headmaster at the school by March. (57009) 133018

BERKSHIRE

OAKMOUNT SCHOOL
Sandy Lane, Bracknell, Berks. RG12 2JY
N.O.R. 1150 (130 6th Form)
Required September 1984, HEAD OF HOME ECONOMICS (Scale 3) to take charge of a quite successful department where expectations and achievement are high. Home Economics and Textiles are offered to CSE Level. The Parentcraft also forms part of the Department which is offered to CSE Level. The successful applicant will be involved in the planning of new accommodation which is to be built ready for occupation in September 1985. The vacancy should appeal to a teacher with vision and who is prepared to work hard, the school is involved in the Technical Vocational Education Initiative.
Further details and application forms from the Headmaster, Mr. J. Bracknell (0344) 421122.
Closing date March 19th, 1984.
Berkshire County Council is an equal opportunity employer. (60930) 133018

DEVON
Please see displayed advertisement on Page 65. (57860) 132622

NORTHAMPTONSHIRE

LODGE PARK SCHOOL
Spalding, Lincs.
Northants NN17 4JH
Required from 4th June 1984 (or earlier) HEAD TEACHER OF HISTORY (Scale 1) to join an active staffed department. This is a temporary appointment, which arises from maternity leave. A specialist in Tudor and Stuart History will be preferred, as the timetable is likely to include Tudor History to 'A' level and Tudor and Stuart History at 'O' level.
For application form and further information please write (stating the curriculum vitae and SAE) to the Headmaster at the above address. (57465) 132622

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
GRANGE CAMPUS
Wordsworth Avenue, Sheffield S9 4QP
Mixed comprehensive (8 - 19) 1400 on Roll
Required from 30 April 1984 a temporary teacher to teach History throughout the school until the end of the Summer term (Scale 1).
Applicants should be able to teach History to 'O' level and be able to contribute to the curriculum in other areas.
Applications (with c.v.) and further details from the Head teacher at the School (Tel: 352673). (60978) 132622

## Scale 1 Posts

BARKING & DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Dunham Road, Dagenham
(Roll 1076)
Required as soon as possible to teach across the ability range including a share of 'O' and 'A' level studies. Geography and Human Ecology and a knowledge of approaches to the subject would be recommendations.
Those who expect to enter the profession this year or who have completed more than one teaching year. Scale 1, Inner London Allowance £987 per annum. Reimbursement of removal expenses in approved cases.
Please apply by letter to the Headmaster giving full details including the names and addresses of two referees, one of whom should be your present employer. Closing date: 16th March 1984. (60090) 132622

CUMBRIA COUNTY COUNCIL

Four new co-educational comprehensive 11–18 years schools are due to open in West Cumbria in September 1984:–

| | | |
|---|---|---|
| WHITEHAVEN SCHOOL | Group 13 | 13 Form Entry |
| COCKERMOUTH SCHOOL | Group 11 | 7 Form Entry |
| WESTFIELD SCHOOL, WORKINGTON | Group 11 | 8 Form Entry |
| STAINBURN SCHOOL, WORKINGTON | Group 11 | 6 Form Entry |

(Westfield and Stainburn Schools will operate with a Joint Sixth Form College).

Required from 1st September, 1984 for the following senior posts:

**WHITEHAVEN SCHOOL**

(a) A Teacher to lead a team of colleagues responsible for the pastoral care of a group of 350 to 400 pupils in Years 1 or 2. Scale 4.

(b) A Teacher to be responsible for advising the staff concerning the use of computers and in addition being responsible for the teaching of computer awareness. Scale 3.

**COCKERMOUTH SCHOOL**

(a) HEAD OF GEOGRAPHY Scale 3. A suitably qualified and experienced teacher to give an enthusiastic lead to the department and to teach the subject throughout the school to Advanced level.

(b) SECOND IN MATHEMATICS DEPARTMENT Scale 3. A well qualified and experienced teacher of Mathematics as second in department. The successful candidate will have particular responsibility for the Sixth Form curriculum in the department and will teach the subject throughout the school to University Entrance Level.

(c) HEAD OF SPECIAL NEEDS DEPARTMENT Scale 3. A suitably qualified and experienced teacher to lead this important department, to co-ordinate and monitor the work and progress of all pupils with special educational needs in the school and to liaise closely with all other departments.

**WESTFIELD SCHOOL, WORKINGTON**

CO-ORDINATOR AND HEAD OF MODERN LANGUAGES DEPARTMENT Scale 3. The person appointed should have a flexible approach and the ability to develop a curriculum which is adapted to the needs of the pupils in offering a variety of languages at a variety of levels. It is hoped to offer at least French and German up to 'A' level.

**STAINBURN SCHOOL, WORKINGTON**

(a) HEAD OF GEOGRAPHY DEPARTMENT Scale 3. An experienced graduate with current 'A' level experience is required to organise the department.

(b) HEAD OF MODERN LANGUAGES DEPARTMENT Scale 3. An experienced graduate with current 'A' level experience is required to organise the Department which will be responsible for teaching a variety of courses suited to a wide range of pupil ability. It is anticipated that French and German will be offered at 'A' level.

Application forms and further details (all posts) available from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven (s.a.e. please) to whom completed forms should be returned by 12th March, 1984.

(6139)

Cumbria

## SEC HOME ECONOMICS
continued

### BERKSHIRE

THE WILLINK SCHOOL
School Lane, Burghfield Common, Reading RG7 3XJ
N.O.R. 820 (11 - 18 co-ed comprehensive)

Required for September 1984. TEACHER OF HOME ECONOMICS (Scale 1) to share in the teaching of Cookery, Home Management and Parentcraft up to O Level. Own room, recently modernised. The school is situated in a semi rural area within easy reach of Reading, Basingstoke, Newbury and the M4.

Further details and application form from the Headteacher.

Closing date March 16th 1984.

Berkshire County Council is an equal opportunity employer. (60926) 133022

### HARINGEY

Progress with Humanity

ST. THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green, N22 5HN
Roll 1050 boys and girls
Headmaster: Mr. P.T. Fox, B.A.

HOME ECONOMICS, SCALE 1

A well qualified Teacher is required for September for this growing department. The department offers courses to all levels.

Application forms and further details are available from the Headmaster at the School. Forms should be returned to him by 19 March 1984.

London Allowance (£987) payable.

Removal Expenses - 100% allowed in approved cases. (57645) 133022

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
BENNETT MEMORIAL C.E. (AIDED) DIOCESAN GIRLS' SCHOOL
Culverden Down, Tunbridge Wells TN4 9SH
11 - 18 Roll 996 with 170 in Sixth Form

Required September teacher of HOME ECONOMICS (Scale 1), an enthusiastic and well qualified teacher to join an C.S.E., 'O' and 'A' [illegible] ability to offer Needlecraft (or another subject) an advantage.

Please apply to Headmistress in writing (no forms) giving details of curriculum vitae and names and addresses of two professional referees.

Visits welcomed by telephoned appointment. Tunbridge Wells 21595. (60064) 133022

### MERTON

LONDON BOROUGH OF MERTON
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon SW19 7HB. Headteacher: Miss H.D. Whale, M.A.
Tel: 01-946 2208
Age Range: 13 - 18 yrs.
No. on Roll: 800 of whom 170 are in the 6th form.
LONDON ALLOWANCE £987
CLOSING DATE: As soon as possible.

Required temporarily from September 1984, a well qualified, enthusiastic teacher of TEXTILES AND DRESS (Scale 1) to join an expanding department. The successful applicant must be ready to teach across the whole ability range in this fully comprehensive Girls school, including C.S.E. 'O' and 'A' Level work.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (57285) 133022

### NORFOLK

ORIEL HIGH SCHOOL
Oriel Avenue, Gorleston, Gt. Yarmouth

No. on Roll: 630 12 - 16 mixed

Scale I Teacher Needlework

Required September 1984 to teach needlework across the full ability range in an expanding department. The successful candidate will also have an interest in teaching General Subjects to students with special needs.

Application by letter enclosing c.v. and the names of two referees to the Headteacher at the school (s.a.e. please).

Closing date: 16th March 1984. (57309) 133022

### OXFORDSHIRE

COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Comprehensive 11 - 18. Roll 1100.

Required from mid-May, due to maternity leave, a temporary full-time teacher of Home Economics.

Apply to the Headteacher outlining age, qualifications, experience and names of two referees.

Further particulars available upon receipt of s.a.e. (57280) [illegible]

### WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Colworth Road, London E11
Head: Mrs C. Broomfield

REQUIRED FROM 26TH MARCH 1984.

TEMPORARY HOME ECONOMICS TEACHER SCALE 1 (plus Outer London and Social Priority Allowance) required in this comprehensive school for girls aged 14 - 19 years (750 on roll) during a maternity leave. Ability to teach Needlework and Health Education is desirable.

Contact Headteacher for Application Form and further details (send s.a.e.)

Closing date: 16th March Ref. P83/579. (60026) 133022

## Humanities

## Heads of Department

### SUFFOLK

COUNTY COUNCIL
BUNGAY HIGH SCHOOL
Queen's Road, Bungay NR35 1RW
(13 - 18 mixed comprehensive: 826 on roll)

Required for September 1984. HEAD OF HUMANITIES. Scale 4. An enthusiastic and experienced teacher is sought to lead a team offering a wide range of courses. Experience in more than one Humanity will be required. It is likely that the successful candidate will join the school's Senior Management Team and will contribute to the establishment of a Resource Centre in the school.

Application forms and further details available from the Headteacher at the school (s.a.e. please), to whom they should be returned. (65592) 133218

## Scale 2 Posts and above

### BUCKINGHAMSHIRE

MILTON KEYNES AREA
Sir Frank Markham School
TEMPORARY TEACHER OF HUMANITIES SCALE 1
See under Secondary Humanities scale 1. (57334) 133220

## Scale 1 Posts

MILTON KEYNES AREA
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
TEMPORARY TEACHER OF HUMANITIES

Required from 30th April 1984, for one term only, a teacher of Humanities and Geography. The ability to teach to 'A' level would be an advantage. Scale 1.

This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and will have purpose-built 6th Form accommodation in 1985. It has a strong form-teacher support for its pupils and developing community involvement.

Apply by letter to the Headteacher, A.K. Harrison B.A., giving full curriculum vitae and the names and addresses of two referees. (57338) 133222

## Mathematics

## Heads of Department

### BEDFORDSHIRE

SOUTHERN AREA
LEA MANOR HIGH SCHOOL & COMMUNITY COLLEGE
Northwell Drive, Luton, Beds.
Headmaster: A. Brown, M.Ed.

Bedfordshire is one of the LEA's taking part in the Technical and Vocational Education Initiative. Lea Manor is one of the five county schools involved.

Required for April or September 1984 a suitably qualified and experienced teacher to be Head of Mathematics (Scale 4). The department consists of 9 full time staff.

The successful candidate should be enthusiastic and give positive leadership to a thriving department. He/she would be expected to encourage development within the department and to play a part in the curriculum and pastoral development of the school.

This is an ideal opportunity for the successful candidate to embark upon the middle management phase of his/her career.

It would be helpful to have experience of, or an interest in, some of the following: Information Technology, Pupil Profiling, Community Links.

Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57938) 133418

### BURY

METROPOLITAN BOROUGH OF BURY
HEAD OF MATHS (Scale 4)

Required for 1st September 1984 at St. Gabriel's R.C. High School, Bridge Road, Bury BL9 0TZ (Roman Catholic preferred).

Application forms and further details obtainable from and returnable to the Head Teacher at the school by Monday 19th March 1984. [illegible]

### BIRMINGHAM

HEAD OF MATHEMATICS

EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX

Required for September, 1984.

Mathematics is taught to University entrance standard. The successful candidate will have an excellent record of teaching success, the ability to lead a team and the enthusiasm to encourage his or her pupils to achieve their potential.

Salary: Burnham Scale 3 or 4, Government Superannuation Scheme.

Applications, in letter form, with full curriculum vitae and stamped addressed envelope should be submitted by 14th March, 1984, to the Headmaster at the College. (57939) 133418

### CORNWALL

EDUCATION COMMITTEE

COMPREHENSIVE SCHOOLS

LAUNCESTON COLLEGE
Dunheved Road, Launceston, Cornwall

Group No. 11, No. on Roll 1170, Sixth Form of 1170

HEAD OF MATHEMATICS/SCIENCE FACULTY SENIOR TEACHER SCALE

Graduate teacher required, this post will include considerable administrative and curriculum responsibility in the school. This is structured on the basis of three broad faculty areas. Required for September, 1984.

Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headteacher.

SALTASH SCHOOL
Wearde Road, Saltash, Cornwall

Group No. 11, No. on Roll 1160, Sixth Form of 130

BIOLOGY - SCALE I

A qualified graduate Biology teacher to share the subject throughout the school. The ability to teach to 'A' level will be an advantage. Require for 1st September, 1984.

Application form/Further details from the Headteacher on receipt of a [illegible] (57471) 133418

### DURHAM

COUNTY COUNCIL
[illegible] COMPREHENSIVE SCHOOL
11 - 18 years 1260 on roll
HEAD OF MATHEMATICS AND COMPUTER STUDIES - Salary Scale 4.

Well qualified and experienced graduate preferred, required for April, 1984 or as soon as possible thereafter to teach Mathematics up to and including G.C.E. 'A' Level.

Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of applications 16th March, 1984. (57731) 133418

### ESSEX

BILLERICAY SCHOOL
School Road, Billericay
(Roll 1410 Main School + 260 plus Sixth Form)
Tel: 02774 55191
HEAD OF MATHEMATICS, Scale 4
(plus London Fringe Allowance £255)

September. Experienced graduate to lead large successful department. Examination work CSE, 'O', 'A' and 'S' level. 60 plus taking 'A' level. Interest in computing required.

Application form and further details from the Headteacher (foolscap s.a.e. please). (60011) 133418

### LANCASHIRE

S. MICHAEL'S C.E. HIGH SCHOOL,
Chorley PR7 1RS
(860 mixed, 11 - 16)

The Governors of this Aided School invite applications for the post of Head of Faculty (Scale 4).

The current holder of the post, who has been appointed to a Deputy Headship, teaches Mathematics to AO level and exercises oversight of the School's work in Science.

Further details and the School's own application form are available from the Headmaster. (60847) 133418

### SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS

Required for September 1984: Head of Mathematics (Scale 4) to lead a large department in this 1200 plus 12 - 18 Comprehensive school.

Detailed information and application forms concerning the school and the work of the Mathematics department is available by phoning the Registrar (0742 [illegible]) and you should make sure you receive these details BEFORE applying for the post. CLOSING DATE [illegible] MARCH 1984. [illegible]

### WIRRAL

UPTON HALL CONVENT GRAMMAR SCHOOL
Upton, Wirral L49 6LJ
(girls 11 - 18 yrs. 550 pupils on roll)
HEAD OF MATHEMATICS - SCALE 3

A well qualified and experienced Graduate in 'O' and 'A' level work and Oxbridge Entrance examinations.

Apply in writing to Headmistress enclosing copy of curriculum vitae and names and addresses of two referees. (57942) 133418

## Scale 2 Posts and above

### CUMBRIA

COUNTY COUNCIL
Second in Mathematics Dept. Scale 3.
See our ad. on Page 67. (57191) 133420

### LONDON (ESSEX)

CHIGWELL SCHOOL
Graduate required September 1984 to teach Mathematics.
(See Independent Schools). (60963) 133420

### LONDON

LATYMER UPPER SCHOOL
King Street, London W6 9LR

(Independent, HMC, 1000 boys)

Wanted for September 1984 a Graduate to teach MATHEMATICS to GCE Ordinary, Advanced and Scholarship Levels. Salary London Burnham on scale appropriate to experience. Bachelor accommodation might be available during term time.

Applications, together with full curriculum vitae and the names of two referees to The Headmaster, Latymer Upper School, King Street, London W6 9LR. (57624) 133420

### LONDON

LONDON BOROUGH OF SUTTON
SUTTON MANOR HIGH SCHOOL FOR BOYS
MATHEMATICS/COMPUTER STUDIES: SCALE 1/2
See main advertisement under Secondary Mathematics, Scale 1. (57341) 133420

### NOTTINGHAMSHIRE

EDUCATION DEPARTMENT

HARRY CARLTON COMPREHENSIVE SCHOOL
Lantern Lane, East Leake, Loughborough, Leicestershire LE12 6QN

Headmaster: A.D. Armstrong, B.A., L.R.A.M.

Mixed: 1000 (11 - 18)

For September, TEACHER (SCALE 2) OF MATHEMATICS to be second in department. Ability and willingness to teach to all levels essential.

Application forms and further details available (s.a.e.) from the Headmaster at the school. (60038) 133420

### OXFORDSHIRE

COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 N.o.r. 650 130 in VIth Form
Mixed Comprehensive 13 - 18

Required for September 1984, an experienced teacher to be second i/c of the MATHEMATICS Department, Scale 3. Thriving 6th Form Mathematics. Ability to teach across the age range and to all abilities, including 'A' level, important.

Application forms and further details available from the Head (s.a.e. please). Closing date for applications two weeks from the appearance of this advertisement. (57810) 133420

## Scale 1 Posts

### BARNET

LONDON BOROUGH
CHRIST CHURCH C.E. SCHOOL
Hilton Avenue, Finchley, N12
01-445 3249
V.A. Mixed Comprehensive, Roll 580, 11 - 16 years

Required SEPTEMBER, 1984, or earlier if available, qualified teacher of MATHEMATICS, Scale 1. School enjoys a close relationship with local Evangelical church.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

ORANGE HILL JUNIOR HIGH SCHOOL
Hamonde Close, Edgware, Middx.
01-958 4604
Mixed Comprehensive 11 - 14. Roll 890.

Required Summer term only, qualified Scale 1 Mathematics Teacher.

Apply in writing to Head Teacher at the respective school with full C.V. and names of two referees. [illegible] Educational Services. (57488) 133422

### BERKSHIRE

TURNPIKE COMPREHENSIVE
Avon Way, Newbury, Berks.
N.O.R. 730 (11 - 16 mixed)

Required September 1984 (or May 1st if possible) TEACHER OF MATHEMATICS AND COMPUTER STUDIES (Scale 1) to work in a lively, well established and successful department. Ability to teach up to CSE and 'O' Level is essential. The school has 12 computers in fully equipped rooms.

Further details and application forms from the Headmaster. (SAE please).

Closing date March 12th, 1984.

Berkshire County Council is an equal opportunity employer. (60938) 133422

### BERKSHIRE

BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 3EL
N.O.R. 1425

Required April/September 1984, TEACHER OF MATHEMATICS (Scale 1) ('O' and 'A' Level work available for suitable candidate). Large Department, high standards and commitment needed. Many varied extra curricular activities.

Apply by letter enclosing SAE and C.V. Closind date March 30th, 1984.

Berkshire County County is an equal opportunity employer. (60939) 133422

### BIRMINGHAM

EDUCATION DEPARTMENT

MATHEMATICS - SCALE 1

ST. JOHN WALL RC COMPREHENSIVE SCHOOL
Oxhill Road, B21 8HH

Tel: 021-554 1825

Required for the start of the Summer Term - Scale 1 Teacher of Mathematics to 'O' Level. The post is temporary in the first instance.

Application Forms and further details from the Head Teacher. (57453) 133422

### CAMBRIDGESHIRE

HUNTINGDON AREA

ST. IVO SCHOOL
High Leys, St. Ives, Cambs. PE17 4RR

(1681: 11 - 18 m)

Well qualified Maths Teachers required for September vacancies. Work to 'A' and Scholarship level. One post requires interest in Computer Studies.

Application forms and further details from the [illegible] (57958) 133422

### CAMBRIDGESHIRE

BASSINGBOURN VILLAGE COLLEGE

Required for September a teacher of COMPUTING and MATHEMATICS (Scale 1) to take responsibility for the coordinated use of computers.

Application forms from the Warden, The Village College, Bassingbourn, Royston, Herts. SG8 5NJ. (S.A.E. required). Tel: 42344 returnable by 12th March, 1984. (57721) 133422

### CUMBRIA

COUNTY COUNCIL
KIRKBIE KENDAL SCHOOL
Lound Road, Kendal, Cumbria LA9 7EQ
Voluntary Aided 11 - 18 Comprehensive 1150 on roll; 190 in Sixth Form

Required for September 1984, a graduate teacher of MATHEMATICS with special interest in Statistics and/or Computer Studies. Some 6th Form work could be available for a suitable candidate. Scale 1.

Application forms and further details are available from the Headmaster at the School to whom completed applications should be returned within ten days. (S.A.E. please). (59197) 133422

### DEVON

Please see displayed advertisement on Page 65. (57879) 133422

### ESSEX

CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
(Roll 900 Projected)
Tel: Canvey Island 696811
TEACHER OF MATHEMATICS, Scale 1

Required September specialist to teach throughout age and ability range. New expanding school. Computer Room equipped with 14 Micros.

Forms and details from Headteacher (foolscap s.a.e. please).

FRYERNS SCHOOL
Craylands, Basildon SS14 3RN
(Roll 1285)
Tel: Basildon 25111
TEACHER OF MATHEMATICS, Scale 1
(London Fringe Allowance £255 per annum payable)

Required for September enthusiastic teacher. Opportunity to gain experience in Computer Studies, Statistics and CSE, 'O' and 'A' level. Housing usually available.

Details and application forms from Headteacher (foolscap s.a.e. please).

WILSON MARRIAGE SCHOOL
Barrack Street, Colchester
(Roll 700)
Tel: Colchester [illegible]
MATHEMATICS Scale 1

Required one term from Easter 1984. Full or part-time.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (60016) 133422

### ENFIELD

LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Rd., Enfield EN1 1HQ
Mixed Comprehensive. Roll 1350

Required for September 1984, MATHEMATICS teacher, Scale 1. This is an excellent opportunity to join a large department teaching to Advanced level and University entrance. The department has close links with the Department of Computer Studies.

London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and further details to whom they should be returned as soon as possible (foolscap SAE) obtainable from the Headmaster.

AYLWARD SCHOOL
Wilbury Way, London N18 1BX

Required for Summer term 1984, a teacher of MATHEMATICS (Scale 1) to be based in the Lower School (years 1 - 3). S.M.I.L.E. is the major source of Mathematics teaching in years 1 to 3. This is a temporary one term appointment.

Applications welcome from Junior, Junior/Secondary and Secondary trained teachers.

Substantial additional allowances.

London Allowance, £645.

Apply by letter, with curriculum vitae, giving names addresses and telephone numbers of two referees to the Head Teacher at the School, as soon as possible.

THE LATYMER SCHOOL
Haselbury Road, Edmonton, London N9 9TN
Founded 1624 Voluntary Aided Grammar School (1250 Boys and Girls: 300 in Sixth Form)

Required from 30th April 1984, Master/Mistress (Scale 1), to teach MATHEMATICS. This is a temporary post covering for Maternity Leave. There is an opportunity for teaching mathematics throughout the School, including 'A' level work, for a suitable applicant. The ability to teach applied mathematics could be an advantage.

London Allowance, £645.

Application by letter with the names of two referees and a testimonial should be sent to the Headmaster at the School stating qualifications and experience. (57652) 133422

### HAVERING

LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
(Roll 750 Boys - Sixth Form 160)
[illegible] Aided R.C. 11 - 18 School
Tel: Hornchurch 52332
Headteacher: Dr. J.F. Rowbottom, B.Sc., Ph.D., D.I.C.

Required for September 1984, a graduate to teach Mathematics and contribute to the work of a department with successful courses to 'O' and 'A' and University Scholarship levels and ample opportunity for work with computers. An ability to contribute to extra curricular activities will be an advantage. Suitable post for first appointment.

Letters of application giving full curriculum vitae and quoting two referees should be sent direct to the Head Master at the School. (57886) 133422

### HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree

Require a well qualified Mathematics Graduate.

See advertisement in Independent Sector. (54028) 133422

### HILLINGDON

LONDON BOROUGH OF HILLINGDON

NORTHWOOD SCHOOL
Potter Street, Northwood HA6 1QG

(number on roll - 882, 148 in sixth form)

Headmaster: N.J. Chapman, M.A.

Required for Summer Term (1 May 1984), a well-qualified teacher of Mathematics (Scale 1) to teach this subject to all levels of ability up to 'O' level in a forward-looking department. The vacancy is caused by maternity leave and is for one term in the first instance.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees, and including a brief curriculum vitae.

Outer London Allowance Payable. (57972) 133422

### HUMBERSIDE

SCUNTHORPE DIVISION
WINTERTON COMPREHENSIVE SCHOOL
Winterton, Scunthorpe
Head Teacher: D. Houghton
No. on Roll: 755

Required from 30th April 1984, a Teacher of MATHEMATICS (Scale 1) at this purpose built Comprehensive School well sited in rural surroundings. This will be a temporary appointment for the Summer Term only.

Please apply by letter to the Head Teacher at the School including a curriculum vitae not later than 16th March 1984. (57199) 133422

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## SECONDARY MATHS
continued

### KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 875 boys, 275 in the Sixth Form)

REQUIRED IN SEPTEMBER, 1984 a well-qualified young graduate to teach MATHEMATICS throughout the School, including a share of work in the Sixth Form to 'A' and 'S' level. A willingness to assist with coaching games (rugby and cricket), cross-country, Scouts or chess would be welcome.

Salary: Burnham Scale 1, plus London Allowance.

Applications immediately to the Headmaster at the School, together with full curriculum vitae and the names of three referees. (57993) 133422

### KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
RAWTHORPE HIGH SCHOOL
Nether Hall Avenue, Huddersfield HD5 9PG
(REF 419)

Required for September 1984 a well qualified graduate to teach MATHEMATICS - SCALE 1 in this 11 - 16 comprehensive school. There are six full-time mathematicians and the subject is taught to all pupils throughout the school. Courses leading to 16 plus Mathematics, CSE Mode 1 and CSE Arithmetic Mode 3 are followed.

Application forms (s.a.f.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement. (65585) 133422

### KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 8XP

(1345 boys and girls - 11 - 18 years SPA payable).

Required for September or sooner if possible: Scale 1 Mathematics Teacher required to join a department working to CSE, 'O' and 'A' levels. Ability to teach to 'A' level particularly welcome but applicants especially interested in [illegible] of limited abilities would also be considered.

For further information send s.a.e. to the Headteacher, to whom applications by letter giving details of age, qualifications and experience together with the names of two referees should be sent within the next 10 days. (57303) 133422

### LONDON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
SUTTON MANOR HIGH SCHOOL FOR BOYS
Manor Lane, Sutton, Surrey SM1 4AS
(01-642 3821)
MATHEMATICS/COMPUTER STUDIES: SCALE 1/2

Required September 1984, a graduate to teach Mathematics and Computer Studies throughout the school. The post would be suitable for a new entrant to the profession, but a Scale 2 would be available for someone with experience. This is a selective school with 600 boys (180 in Sixth Form). The school has three microcomputer systems.

Further details of the post are available from the headteacher.

Apply by letter to the headteacher, enclosing a curriculum vitae and names and addresses of two referees. (51337) 133422

### NORTH YORKSHIRE

COUNTY COUNCIL
RICHMOND SCHOOL
Darlington Road, Richmond, North Yorkshire DL10 7BQ
Co-educational Comprehensive, 1500 pupils, 11 - 18, Sixth Form 200

Required as from September 1984 a well qualified MATHEMATICS Teacher (Scale 1) to join a large and active Department. Most courses are SMP orientated. Applicants should also state what might be offered outside the classroom, including School Games.

Applications by letter (s.a.e. if acknowledgement required) together with Curriculum Vitae and the names of two referees, should be sent to the Headmaster at the school. (57424) 133422

### STAFFORDSHIRE

EDUCATION COMMITTEE
THE BLAKE SCHOOL
Marston Road, Hednesford WS12 4JH

Applications are invited from well qualified persons to teach MATHEMATICS (Scale 1) for this 7 F.E. School. The roll is expected to remain at about 1,000 pupils for the next five years. Applicants should be able to teach across the ability band and up to 'O' Level standard. Interests and other teaching qualifications should be stated in a letter to the Headmaster with the names of two referees and a s.a.e.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. [illegible]

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

ORLEANS PARK SCHOOL
Richmond Road, Twickenham, Middlesex TW1 3BB

(Tel: (01) 891 0187

Headmaster: Garth Freeman, J.P., M.A.

Teacher of MATHEMATICS (Scale 1 plus Outer London Allowance) required from September 1984 in this 11 - 16 years mixed comprehensive school with 800 pupils on roll. An ability to teach Computer Studies would be desirable.

The school enjoys good facilities, having a Computer Room and suite of Mathematics rooms.

A well-qualified graduate and enthusiastic teacher is sought. An interest in the many extracurricular activities that exist in the school would be an advantage.

Application forms and further details available from the Headmaster at the school (s.a.e. please), to whom they should be returned by Friday 16th March 1984. (57421) 133422

### SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
PENNYWELL SCHOOL
Portsmouth Road, Sunderland SR4 9BA
(Group 12)

Required for September, 1984:-

TEACHERS OF MATHEMATICS (Scale 1).

Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 16th March, 1984. (57668) 133422

### SURREY

EDUCATION COMMITTEE

EPSOM HIGH SCHOOL
Epsom

(12 - 18 Mixed Comp. Nor. 780, inc. 100 sixth form)

TEMPORARY MATHEMATICS Scale 1 teacher required April 1984. To cover maternity leave during Summer Term 1984. Scale 2 available for suitable applicant. Ability to teach 'A' level an advantage. Contact Head Tel: Epsom 40388.

[illegible]
Lower Road, Effingham

(12 - 18 Mixed Comp. NOR. 1080, 184 Sixth Form)

MATHEMATICS Scale 1 teacher required September 1984. To join large successful department offering courses to CSE, O and range of A level subjects. Interest in computer education and/or statistics an advantage.

C.V. to Head. For further details Tel: Bookham 53694. (57472) 133422

Teaching in the Third World is an education in itself. See under 'Overseas Section. (54138)

## Modern Languages

## Heads of Department

### AVON COUNTY

WELLSWAY SCHOOL
Chandag Road, Keynsham, Bristol BS18 1PH
(11 - 18 mixed comprehensive school of 1192 pupils - 180 in 6th Form)

The school lies in a pleasant area midway between Bristol and Bath and is on the edge of the green belt close to delightful countryside.

Required for September 1984. Head of Modern Languages (Scale 4) to lead a young department offering French and German to 'A' level. The school possesses a language laboratory and has its own twin school in France and links with Germany.

The post should appeal to an experienced teacher who is prepared to work hard and enthusiastically to promote an interest in both subjects to all ages and levels of abilities. The ability to teach both languages will be an advantage.

Letters of application to the Head immediately giving full details of qualifications, experience and names of two referees, and a telephone number.

Avon is an equal opportunities employer. (57736) 133618

### CUMBRIA

COUNTY COUNCIL
2 Heads of Dept. Modern Languages Scale 3.
See our ad. on Page 67. (57189) 133618

### DORSET

BLANDFORD UPPER SCHOOL
Milldown Road, Blandford DT11 7SQ
(Comprehensive Mixed 13 - 18, 780 on roll)

Required for September: Head of Modern Languages (Scale 3) with experience and enthusiasm, and qualifications in French and German.

Information and forms (foolscap SAE please) from the Headmaster at the school. Closing date 16 March 1984. [illegible] 133618

### EALING

LONDON BOROUGH
EDUCATION SERVICE
ADVISORY TEACHER SCALE 4 - ASIAN LANGUAGES
Required for April.
For further details see display advert under 'Miscellaneous page'. (57631) 133618

### HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby

Required for September, 1984: HEAD OF MODERN LANGUAGES, SCALE 4. An enthusiastic and experienced teacher of French and German is required to lead a team of conscientious and dedicated colleagues. Courses are well established in both languages at G.C.E. 'A' and 'O' level: in addition C.S.E. courses in French are a full part in the school's development including the establishment of other relevent courses for all ages within a Modern Languages policy for the school.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned by 12 March 1984. (60903) 133618

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
Group 9 (11 - 17 years)

Required from Summer/Autumn Term experienced and well qualified teacher as Head of Modern Languages (Scale 3). French throughout the school to C.S.E. and 'O' level. Opportunity for development of some other language work. Vacancy due to resignation at end of maternity leave.

Apply by letter to the Headmistress at the school, including curriculum vitae and names and addresses of two referees (s.a.e. please). (60059) 133618

### STAFFORDSHIRE

EDUCATION COMMITTEE
BLESSED WILLIAM HOWARD R.C. (A) HIGH SCHOOL
Rowley Avenue, Stafford ST17 9AB

Required as soon as possible a HEAD OF MODERN LANGUAGES (SCALE 4). An ability to teach both French and German with French to 'A' Level essential.

[illegible] ernors at the school (s.a.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (57967) 133618

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53237) 133618

### WALTHAM FOREST

CORPUS CHRISTI HIGH SCHOOL
Goodall Road, London E11
Head: Mr. F. White
REQUIRED FOR EASTER OR SEPTEMBER

HEAD OF MODERN LANGUAGES SCALE 3 plus (Outer London Allowance) required in this Catholic comprehensive school for pupils aged 11 - 14 years (460 on roll)

An excellent opportunity to lead this important Department and to be involved in the development of a new purpose-built school. Ability to teach French essential.

Contact Headteacher for Application Form and further details (send s.a.e.)

Closing date: 16th March, 1984. Ref: P73/585. (60094) 133618

## Scale 2 Posts and above

### BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham, Berks. RG11 3DF
N.O.R. 1600 (140 6th Form)

Required for September 1984, graduate TEACHER OF GERMAN AND FRENCH (Scale 2). To take on particular responsibilities in our Lower School. In September 1984 German will be introduced alongside French as a first language in Year 1.

Enquiries to the Principal, Easthampstead Park School, Wokingham, Berks. RG11 3DF. Tel: Wokingham 780986 (SAE).

Berkshire County Council is an equal opportunity employer. (60923) 133620

### HAVERING

LONDON BOROUGH OF HAVERING
NEAVE SCHOOL
Settle Road, Harold Hill RM3 9XX
Tel: Ingrebourne 71334
Headteacher: J.B. Quinn, M.A.

Required from Easter 1984, to cover the maternity leave of absence of the present postholder, a replacement teacher of French with German. Scale 3 available for man, appropriate experience.

Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headteacher. Closing date: Friday 16th March, 1984. [illegible]

### HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby

Required for April, 1984:

A well qualified and experienced TEACHER OF GERMAN, SCALE 2. The successful applicant will be required to organise the teaching of German in the school and teach the subject to all levels up to and including G.C.E. Advanced and Scholarship Levels. The ability to assist with the teaching of French or another modern language would be an advantage.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned by 9th March 1984. (57196) 133620

### LONDON

Inner London Education Authority
ISLINGTON SIXTH FORM CENTRE
Annette Road, N7
Tel: 609 8401
Roll: 300
Director: Margaret Maden

Required from September a teacher in charge of Languages (Scale 2) who will join in the Centre's Humanities team. The development of languages at 'A' and 'O' levels, as well as more vocationally orientated language components in such courses as BEC, will be required. French with Spanish or Italian would be particularly useful but other languages could be considered. A genuine commitment to comrehensive and continuing education is needed for this innovatory Centre.

Closing date 19 March.

ILEA is an equal opportunities employer. (57976) 133620

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (57008) 133620

## Scale 1 Posts

### BRENT

LONDON BOROUGH OF BRENT
AYLESTONE COMMUNITY SCHOOL
Aylestone Avenue, NW6 7AD
(Roll: 719, 11 - 18, Social Priority Community School plus 150 Adult Students in Sixth Form)
Head: Brian Farminer, B.A.

Required from Summer Term or as soon as possible thereafter - MODERN LINGUIST to teach GERMAN with FRENCH or ENGLISH (Scale 1 but possibility Scale 2 within the next academic year). There is a full-size language [illegible] welcome. An interest in Community Education will be helpful.

London Allowance of £987 per annum is payable.

Brent is an Equal Opportunities employer.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher returnable within 10 days. (57636) 133622

### DONCASTER

MEXBOROUGH SCHOOL
Maple Road, Mexborough S64 9SD

Tel: Mexborough 585858

REQUIRED from June 18 or as soon as possible thereafter two graduate teachers, one for French, one for French and Spanish, to teach these subjects throughout the school and in the Sixth Form. Some 'A' Level work in both languages available to a suitably qualified candidate.

Both these posts are initially to cover for absences on maternity leave.

Application forms are available from the Headmaster at the school, to whom they should be returned without delay. (57144) 133622

### DONCASTER

DON VALLEY HIGH SCHOOL
Jossey Lane, Scawthorpe, Doncaster DN5 9DD

Tel: Don 781528

REQUIRED for the Summer Term 1984.

A temporary teacher of FRENCH - Scale 1.

Application forms are available from the Headteacher at the school to whom they should be returned as soon as possible. (57164) 133622

### DUDLEY

METROPOLITAN BOROUGH

THE DORMSTON SCHOOL
Mill Bank, Sedgley, Dudley, West Mids.

12 - 16 co-ed. comp. Group 10, 720 on roll)

For September, Scale 1 TEACHER of FRENCH and GERMAN to join a lively and successful Modern Language Department. An interest in recent development in Modern Language teaching, in particular Graded Objectives would be welcome. The School serves a predominantly residential area and has a good academic record.

Details/application forms (s.a.e., please) from, and returnable to, Headteacher. Tel: Sedgley 2188. Closing date: 16th March 1984. (57168) 133622

### ESSEX

CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
(Roll 900 Projected)
Tel: Canvey Island 696811
TEACHER OF MODERN LANGUAGES. Scale 1

Required September. Modern Languages Specialist. First language French but German advantageous. New expanding school. Excellent accommodation and facilities.

Forms and details from Headteacher (foolscap s.a.e. please). (60015) 133622

### HEREFORD AND WORCESTER

COUNTY COUNCIL

KING CHARLES I HIGH SCHOOL
Hill Grove House, Comberton Road, Kidderminster, Worcs. DY10 1XA

A Modern Language teacher at Scale 1 is required for September 1984. Applicants must offer German as well as French and European Studies.

The school is a ten-form-entry mixed comprehensive for students aged 13 to 18 with 1090 on roll of whom 180 are in the Sixth Form.

Please apply in writing to the Headmaster giving full details of education, qualifications, experience and interests to date together with the names and addresses of two referees. All applications will be acknowledged with further information.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (57837) 133622

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Tel: Swanley 65231

Established large comprehensive school with a full range intake, mixed 11 - 18. London Fringe Allowance

A) Required for the Summer Term only a teacher of French to replace a teacher on maternity leave.

B) Required from the beginning of the Summer Term: a well qualified teacher of GERMAN with some French to replace a teacher on maternity leave.

Application is by letter to the Headmaster at the school, naming referees [illegible]

### LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
Requires a FRENCH teacher. See advertisement in Independent Section. East Dulwich Grove, London SE22 8TE Tel: 01-693 2064. (54676) 133622

### NORFOLK

ORIEL HIGH SCHOOL
Oriel Avenue, Gorleston, Gt. Yarmouth

No. on Roll: 630 12 - 16 mixed

Scale 1 Teacher French

Required September 1984 to teach French in an expanding department. An interest in Drama and English will be an advantage.

Application by letter enclosing c.v. and the names of two referees to the Headteacher at the school (s.a.e. please).

Closing date: 16th March 1984. (57307) 133622

### NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Graduate to teach French in September.
(See under Independent Schools). (57949) 133622

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
CRICKHOWELL HIGH SCHOOL

This new, purpose built, Group 8 School opened in September 1983 with Years 1 - 3 and is developing as an 11 - 18 comprehensive school, to serve the small market town of Crickhowell and nearby villages in the Usk Valley.

Required for September 1984 two energetic, well-qualified teachers for full-time permanent posts (Scale 1). Ability to offer TWO of the following subjects to all levels essential: French, Welsh, German, European/French Studies. Languages form part of a common curriculum to Year 5. Strong aural/oral approach. Language Laboratory.

Application forms and further information may be obtained from the Headmaster, Crickhowell High School, New Road, Crickhowell, Powys NP8 1AY. (SAE please). Closing date for the receipt of applications: Friday 30th March 1984. (Ref: 789). (57969) 133622

### SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
OXCLOSE SCHOOL
Dilston Close, Washington NE38 0LN
(Group 11)

Required for September, 1984:-

Teacher of Modern Languages (Scale 1). Candidates should have the ability to teach either/or both French and German.

Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 16th March, 1984. (57669) 133622

### SURREY

EDUCATION COMMITTEE
DE BURGH COUNTY SECONDARY
Tadworth
(12 - 18 Mixed Comp. NOR 780, inc. 110 Sixth Form)

TEMPORARY FRENCH Scale 1 full or part-time teacher required Summer Term 1984.

Contact Head Tel: Burgh Heath 50713. (60050) 133622

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53239) 133622

### WALTHAM FOREST

AN EQUAL OPPORTUNITY [illegible]
Flynn
RE-ADVERTISEMENT
REQUIRED FOR APRIL OR SEPTEMBER
TEACHERS OF URDU/PUNJABI (GURMUKHI SCRIPT).

Two teachers are required who are able to teach both URDU and PUNJABI (GURMUKHI SCRIPT) in a number of the Authority's Secondary Schools.

Candidates are sought with experience in teaching URDU/PUNJABI literacy skills.

SCALE 1/2 depending on experience plus London Allowance.

Contact Headteacher for Application Form and further details (send s.a.e.)

Closing date: 16th March 1984 Ref. No. U13/587. (60028) 133622

### WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
MODERN LANGUAGES - SCALE 1

Required for the Summer Term an honours graduate able to offer GERMAN and FRENCH in a thriving department in this well-established 12 - 18 comprehensive school. Teaching up to 'A' level for a suitable candidate.

Forms and details from the Headteacher on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (57843) 133622

Teaching in the Third World is an education in itself. See under Overseas Section. (54011)

### SOUTH GLAMORGAN COUNTY COUNCIL

Required for September 1984.

**CANTONIAN HIGH SCHOOL, CARDIFF**
**(11–18 Comprehensive) 8 Form Entry**

**Head of Modern Languages: Scale 4**

Experienced honours graduate preferably in French, to lead a department committed to an oral/aural approach and also to a policy of offering modern languages to pupils of all abilities. The languages offered regularly are French, German and Welsh, and occasionally Italian and Spanish.

**LLANRUMNEY HIGH SCHOOL, CARDIFF**
**(11–18 Comprehensive) 7 Form Entry**

**Head of French: Scale 3 + s.p.a.**

To be responsible for the organisation and teaching of the subject throughout the school up to and including Advanced Level.

**STANWELL COMPREHENSIVE SCHOOL, PENARTH**
**(11–18) 8 Form Entry**

**Head of Geography: Scale 3**

A well qualified and experienced graduate to be responsible for the organisation of the Geography Department and to teach Geography to A/S level.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned with fourteen days of the appearance of this advertisement.

L. J. A. Cule, Director of Education, Education Offices, Kingsway, Cardiff. (9744)

SECONDARY EDUCATION
continued

## Music

## Heads of Department

### EALING

LONDON BOROUGH EDUCATION SERVICE DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London W7
Age range 12 - 19, number on roll 1140, Sixth Form 180
Required for the summer term 1984 on a temporary contract, a graduate music teacher as Head of Department. Successful experience of 'O' and 'A' Level teaching and both choral and orchestral production vital. This could be a Scale 3 or 4 post for a suitable candidate.

London Weighting £987.

Application form from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU (SAE) to be returned by 16th March 1984. (60957) 133818

### MERTON

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BP
Headteacher Mr. G.D.N. Giles, M.A.
Tel: 01-764 5112
Age Range: 13 - 18 yrs.
No. on Roll: 770
London Allowance: £987
Closing Date: 16th March 1984

TEMPORARY HEAD OF MUSIC (Scale 2) to be responsible for teaching the subject throughout the school. There is considerable opportunity to develop the instrumental and choral work in the school and applicants will be expected to give a vigorous and energetic input to school activities. Teachers without experience may be considered if they demonstrably have special qualities.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (57892) 133818

### NORFOLK

TAVERHAM HIGH SCHOOL
Beech Avenue, Taverham, Norwich

(RE-ADVERTISEMENT)

Scale 3 Head of Music

Required September 1984 to expand the Music in a new purpose-built Music Block. The school was opened in September 1978 on the out-skirts of Norwich and the Music and Drama Blocks have been added recently.

Application forms and further details from and returned to the Head-teacher at the school, s.a.e. please.

Previous applicants who wish their applications to stand should indicate their continuing interest by letter or telephone.

Closing date: 16th March 1984. (57306) 133818

### WARWICKSHIRE

KING EDWARD VITH GRAMMAR SCHOOL
Church Street, Stratford-upon-Avon CV37 6HB

(voluntary aided grammar school, 400 boys, 95 in sixth form)

Temporary Director of Music, Scale 2 required for September 1984 for one year only during the secondment of the present Director. To teach throughout the school to 'O' and 'A' levels, to supervise the work of peripatetic music teachers and to continue the tradition as a lively extra-curricular activity. Newly qualified applicants will also be considered (Scale 1).

Application forms and further details available from the Head at the school (enclose s.a.e.). [illegible] 133818

## Scale 2 Posts and above

### SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT GLEADLESS VALLEY SCHOOL
[illegible] Lane, Sheffield S8 8JS
Required for Easter 1984 a suitably qualified and experienced teacher as Head of Music, Scale 3. The successful candidate would be expected to develop Music throughout the school and make it a vital part of school life.

Application forms and further details are available from the Headteacher at the school to whom they should be returned by [illegible] MARCH 1984. (57460) 133822

## Scale 1 Posts

### ENFIELD

LONDON BOROUGH OF ENFIELD THE BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx.
Required April 1984, teacher of MUSIC, Scale 1, mainly for years 1 - 3.

This is a temporary post for the Summer Term.

London Allowance, £645.

Application forms and further details (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (57490) 133822

### HARINGEY

Progress with Humanity

HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
Required as soon as possible.

A lively and enthusiastic part-time Teacher of MUSIC for two days per week (Monday and Wednesday) to teach lower school classes. Successful teaching experience essential. Temporary post until the end of the Summer Term 1984.

Letters of application, with curriculum vitae and the names and addresses of two professional referees, to the Head Teacher at the School by 9th March, 1984.

London Allowance (£987) payable.

Haringey is an equal opportunity employer. (57648) 133822

### HERTFORDSHIRE

BARCLAY SCHOOL
Walkern Road, Stevenage
All ability, 11 - 18, mixed school, 900 on roll
Required for the summer term in the first instance a part-time teacher of Music (2½ days per week) to teach junior classes and help with the work of the department in the school.

Further details of the post are available from the Headmaster at the school.

Letters of application, together with the names of two referees, should be sent to the Headmaster at the school as soon as possible (57172) 133822

### KENT

COUNTY COUNCIL EDUCATION DEPARTMENT MEDWAY DIVISION REDE SECONDARY SCHOOL
Carnation Road, Watling Street, Strood, Rochester, Kent
Required as soon as possible a temporary Assistant Teacher of MUSIC for the Lower School. This is a lively department offering scope for a good all-round musician. Thriving optional activities include recorder groups, two choirs and a wind band, assisted by peripatetic staff. There is a popular and well-supported concert each term. Examinations are geared towards A.B. grade exams and there is some C.S.E. work. The post could become permanent from September 1984. Candidates should state subsidiary subjects offered if interested in a permanent appointment.

Please apply to the Headmaster at the school, enclosing full curriculum vitae and names and addresses of two referees. (60051) 133822

### KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 8XF

(1365 boys and girls - 11 - 18 years SPA payable)

Required for September or sooner if possible: Scale 1 Music teacher, required to join a department anxious to maintain and develop a wide variety of musical activities within the curriculum on an extra curricular basis.

For further information send s.a.e. to the Headteacher, to whom applications by letter giving details of age, qualifications and experience, together with the names of two referees should be sent within the next 10 days. (57302) 133822

### OXFORDSHIRE

COUNTY COUNCIL WANTAGE SCHOOL (SEGSBURY HALL)
Challow Road, Wantage OX12 9DU
Required for the Summer Term 1984 only initially, pending deliberations in the future structure of the school, a temporary teacher to take charge of music in this 11 - 16 [illegible] of 680 pupils.

Scale 2 for a suitably qualified and experienced teacher. The post involves class-teaching of music in years 1, 2 and 3, and the 4th year optional course to C.S.E.; rehearsals of choir and orchestra; help with assemblies and the summer concert; and general oversight of the [illegible] peripatetic instrumental teachers.

Apply by letter and C.V. to [illegible] (57663) [illegible]

### SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT FIRTH PARK SCHOOL
Barnsley Road, Sheffield S5 6SZ
Required as soon as possible a temporary teacher of Music, Scale 1 for the remainder of the present school year.

Application forms and further details are available from the Headteacher at the school to whom they should be returned by MONDAY 12 MARCH 1984. (57997) 133822

### WARWICK

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ

(Independent Day School. 530 girls, 150 in Sixth Form)

Required for September, 1984 graduate with P.G.C.E. or equivalent to share in the teaching of Music throughout the school. G.C.E. O and A Level work, junior classes, choirs, orchestra etc. and some individual lessons, either piano or woodwind. Preference given to a beginner seeking first post.

Applications (no forms) with curriculum vitae and names and addresses of referees to the Headmistress. (57627) 133822

## Pastoral

## Heads of Department

### CUMBRIA

COUNTY COUNCIL
Teacher responsible for Pastoral Care Scale 4.
See our ad. on Page 67. (57185) 134018

### HAMPSHIRE

CRANBOURNE SCHOOOL
Wessex Close, Basingstoke RG21 3NP
11 - 16 Mixed Comprehensive
N.O.R. 1344
HEAD OF FIRST YEAR SCALE 3
Required September, 1984. Preference will be given to teachers of Mathematics.

Further details/application form (S.A.E.) from Headmaster. (57858) 134018

## [illegible] Education

## Heads of Department

### NORTHAMPTONSHIRE

SOUTHFIELD SCHOOL FOR GIRLS
Lewis Road, Kettering, Northants NN15 6HE

RE-ADVERTISEMENT

Southfield School for Girls, Kettering (850 girls 11 - 18) requires a HEAD OF PHYSICAL EDUCATION for September, 1984, Scale 3. An experienced all-round enthusiast, with interest/abilities in Netball, Hockey, Trampolining, Gymnastics, Dance and Athletics, to lead a team of 4.

Further details and application form from the Headteacher, Miss E. Lake (Tel: Kettering 513063).

Previous applicants will still be considered.

Closing date: 16th March 1984. (57467) 134218

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

TEDDINGTON SCHOOL
Broom Road, Teddington, Middx. TW11 9PJ

Headmaster: J.R.W. Oliver, M.A.

HEAD OF GIRLS' PHYSICAL EDUCATION
Salary Scale 2 (plus Outer London Allowance of £645 p.a.)

Required for September 1984, Head of Girls' Physical Education, initially Scale 2, but subject to review with the development of the department.

Teddington School is an 11 - 16 F.E. comprehensive school for 840 boys which is becoming co-educational in September 1984, when girls will enter from the first year.

The Head of Girls' Physical Education will face the challenging and stimulating task of setting up a new department.

The excellent facilities include both a gymnasium and a Sports Hall, while a new gym block will provide a dance studio with semi-sprung floor. The all-weather sports area in the school grounds is a good surface for hockey.

The school has grounds which border the River Thames and its own slipway for the launching of boats. It is in a very attractive area but within easy reach of central London.

Forms and further particulars (foolscap s.a.e.) from Director of Education, Regal House, London Road, [illegible]

## Scale 1 Posts

### DORSET

CORFE HILLS SCHOOL
Higher Blandford Road, Corfe Mullen, Wimborne BH21 3JH
(13 - 18 Co-Educational)
Headmaster: Dr. Brian Harper
Required for Summer Term 1984, a Teacher of Girls Physical Education, Scale 1. This will be a temporary appointment for one term in the first instance. Candidates are asked to state their second subject and indicate any special qualifications in Physical Eduction.

The School, which opened in 1976, has 1300 pupils including a sixth form of 250.

Candidates are asked to reply by letter, listing two referees, direct to the Headmaster at the address above as soon as possible. (57675) 134222

### EAST SUSSEX

BUCKSWOOD GRANGE
Teacher required, Sept. 1984.
See Independent Schools, Pastoral, Page 79. (57957) 134222

### HARINGEY

Progress with Humanity

ST. THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green, N22 5HN
Roll: 1050 boys and girls
Tel: 01-888 7122
Headmaster: Mr. P.T. Fox, B.A.
GIRLS' PHYSICAL EDUCATION, SCALE 1
A Teacher is required for September or earlier to work in a growing department with excellent facilities. Applicants should be able to offer teaching skills in Netball, Gymnastics and Athletics and have a commitment to offering out-of school involvement to enhance the role of the department within the School.

Teachers seeking their first appointment may wish to apply.

Application forms and further details available from the Headmaster at the School. Forms need to be returned to him by 19 March.

London Allowance (£987) payable. Removal Expenses - 100% in allowed approved cases. (57647) 134222

### HEREFORD AND WORCESTER

COUNTY COUNCIL

QUEEN ELIZABETH HIGH SCHOOL
Bromyard, Hfds. HR7 4QS

11 - 16 Rural Comprehensive (550 pupils on roll)

[illegible] 1984, a teacher to take responsibility for Girls' P.E. and Games throughout the school. Possibility of Scale [illegible]

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (57836) 134222

### HILLINGDON

LONDON BOROUGH OF HILLINGDON

HAYDON SCHOOL
Wiltshire Lane, Pinner HA5 2LX

(number on roll - 1165, 250 in sixth form)

Headmaster: D.B. Dobson, B.Sc.

Required for 1 May or earlier if possible, teacher of Boys' PE (Scale 1). The post will initially be for one term but could become permanent for a suitable candidate.

Haydon School is a mixed 11 - 18 Comprehensive with a large 6th form. The school enjoys a strong sporting tradition especially in Rugby, Cross Country, Athletics and Cricket.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees, and enclosing a curriculum vitae.

Outer London Allowance Payable. (57971) 134222

### NEWHAM

LONDON BOROUGH OF NEWHAM BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Head Teacher: Mr. D. Williams
Number on roll: 1450
TEACHER OF PHYSICAL EDUCATION Scale 1
Required: May 1984 or as soon as possible. Teacher of boys Physical Education in a department of four. There are good facilities on the site and the department has a high reputation.

LONDON ALLOWANCE £987.

Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 13th MARCH 1984. DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD. (57983) 134222

### OXFORDSHIRE

COUNTY COUNCIL MATTHEW ARNOLD SCHOOL
Arnolds Way, Oxford OX2 9JE
Group 11, Roll 950 Mixed
Required for the Summer Term only, a temporary Teacher of GIRLS' PHYSICAL EDUCATION to join a team of teachers who deal with this subject. The school is very active, both in lessons and in after school fixtures. Facilities include Gymnasium, Sports Hall, etc.

Apply to Headteacher by [illegible]

### SURREY

EDUCATION COMMITTEE EPSOM HIGH SCHOOL
Epsom
(12 -- 18 Mixed Comp.)
TEMPORARY GIRLS PE Scale 1 teacher required April 1984 for the Summer Term.

Application forms and further details from Head Tel: Epsom 40388. (57830) 134222

## Religious Education

## Heads of Department

### CUMBRIA

COUNTY COUNCIL CALDEW SCHOOL
Dalston, Carlisle
(mixed comprehensive 11 - 18 years, 1052 on roll)
Required for September 1984 a HEAD OF RELIGIOUS EDUCATION and Personal and Social Education able to teach across the whole age and ability range up to 'A' level. The school is looking for a well qualified teacher with the breadth of experience and outlook essential for this demanding post. Scale 3.

Application forms and further details from the Head to whom completed forms should be returned by 16th March 1984. (Sae please). (57195) 134418

### EAST SUSSEX

ST RICHARD'S R.C. SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
Comprehensive mixed, 11 - 16. Roll: 605
Required from September: Practising Roman Catholic as Head of R.E. Department, Scale 3.

Relocation grants available in approved cases.

Apply by letter to the Headmaster enclosing curriculum vitae and sae please. Closing date March 16th. (65593) 134418

### HERTFORDSHIRE

WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Roll: 1050 boys, 260 in 6th form
Required September, Head of Religious Studies, Scale 3 plus London fringe allowance £258 and possibility of generous relocation expenses.

Applications, giving full details of experience and interests together with the names of two referees, should be sent to the Headmaster, from whom further particulars are available. (57174) 134418

### LONDON [illegible]

[illegible] ALLEN'S GIRLS' SCHOOL
Requires a Head of Religious Education.

See advertisement in Independent Section. (54677) 134418

### LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
Crooms Hill, Greenwich, SE10 8HN
(Voluntary Aided)
Tel: 858 4613
Roll 575
Required September: Head of R.E. Scale 3. Applicants should be experienced and committed teachers with theology degree and practising Catholics.

Please apply to the headmistress enclosing curriculum vitae, the names of two referees and a copy of a recent testimonial. (57202) 134418

### OXFORDSHIRE

COUNTY COUNCIL DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot OX11 0DA
11 - 18 Comprehensive 1,000 on roll Sixth Form 130
Required from September 1984 for one year only, due to secondment: a temporary HEAD OF RELIGIOUS EDUCATION & SOCIAL EDUCATION (Scale 3 for a suitable candidate) who is a well qualified and experienced teacher to be responsible for Religious Education throughout the school. Religious Education is taught as a separate subject up to the third year and then forms part of the integrated Social Education course.

Further details available s.a.e. please. Apply by letter including a full c.v. and names of two referees. Closing date Monday, 12th March. (57811) 134418

## Scale 1 Posts

### BARNET

LONDON BOROUGH EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational
Comprehensive. 6 F.E. Roll 1050. Sixth Form 150
Near Cockfosters Tube Station and New Barnet Station
Required SEPTEMBER, 1984, qualified graduate to teach RELIGIOUS EDUCATION mainly at Lower School. Applications from newly qualified teachers welcome. Scale 1.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. [illegible]

### BROMLEY

LONDON BOROUGH OF BROMLEY ST. JOHN RIGBY R.C. SCHOOL
Layhams Road, West Wickham, Kent BR4 9HH
11 - 18, 6 F.E. Comp.
SCALE 1 POST TEACHER OF RELIGIOUS EDUCATION
A teacher of Religious Education is needed from 26th April 1984 to join a very flourishing and forward looking department. The school is a mixed Catholic Comprehensive (Roll 970) with an expanding 6th form.

The candidate appointed will be expected to teach across the whole ability range and to take responsibility for the foundation courses in the upper school.

Promotion prospects are good for a person with energy, vision and organisational ability.

Application forms and further details are available from the Headmaster (foolscap s.a.e. please), to whom completed forms should be returned by 13th March 1984. (57663) 134422

## Rural Science

## Scale 2 Posts and above

### NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

HARRY CARLTON COMPREHENSIVE SCHOOL
Lantern Lane, East Leake, Loughborough, Leics. LE12 6QN

Headmaster: A.D. Armstrong B.A. L.R.A.M.

Mixed 1000 (11 - 18)

For Easter, TEMPORARY TEACHER (SCALE 2) OF RURAL STUDIES required for one term. Successful candidate will teach the subject to CSE level and to small groups of non-examination groups as well as Biology to mixed ability 3rd year and Integrated Science within the Lower School.

Please apply by letter, giving names and addresses of two referees to the Headmaster at the school as soon as possible. (60040) 134620

## Science

## Heads of Department

### BERKSHIRE

PARK HOUSE COMPREHENSIVE
239 Andover Road, Newbury
N.O.R. 920 (11 - 16 Comprehensive)
Required September 1984, HEAD OF SCIENCE (Scale 4). The ability to teach Physics to 'O' Level is essential. The successful candidate must also have the personality and enthusiasm to maintain the Department's extremely high standards.

Application forms and further details from the Headmaster (SAE).

Closing date March 16th, 1984.

Berkshire County Council is an equal opportunity employer. (60936) 134818

### CAMBRIDGESHIRE

BOTTISHAM VILLAGE COLLEGE
Required for September, HEAD OF SCIENCE (Scale 4). Well qualified Scientist with a successful teaching record, proven organisational ability and capacity to lead and support a well established department in this six/seven form entry mixed comprehensive school, seven miles from Cambridge.

Further details and application form from Warden, the Village College, Bottisham, Cambridge CB5 9DL (s.a.e. please). (54256) 134818

### ESSEX

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1488)
Tel: Basildon 559536
HEAD OF PHYSICS, Scale 3
Required April or September, within well established and equipped Science Department. Possibility of rented accommodation.

Apply to Headteacher by letter with names of two referees, as soon as possible (foolscap s.a.e. please). (60010) 134818

### KENT

COUNTY COUNCIL EDUCATION DEPARTMENT ASHFORD DIVISION THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll 950
Required for September 1984: HEAD OF SCIENCE (Scale 4). The North School for Girls is an 11 - 17 High School within the Thameside scheme, and is fully comprehensive in the first two years. The Science Department is currently offering Combined Science in the Lower School, Physics, Chemistry, Biology and Human Biology to 'O' and C.S.E. levels and Secondary Science to C.S.E. Rural Studies will commence in September. We are looking for an enterprising person with a commitment to curriculum development.

Apply by letter naming two referees to the Headteacher from whom further details may be obtained on receipt of s.a.e. (60057) 134818

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SECONDARY SCIENCE
continued

### POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT MAESYDDERWEN COMPREHENSIVE SCHOOL
Ystradgynlais
Mixed 11 - 18
Required for 30th April, 1984, or such later date as may be mutually agreed, a qualified HEAD OF DEPARTMENT OF CHEMISTRY to be responsible for the subject up to 'A' level. Scale 3.

Application forms and further particulars obtainable from the Head Teacher to whom completed forms should be returned by 24.3.84. (Ref: 186). (57148) 134818

### SURREY

EDUCATION COMMITTEE HOWARD OF EFFINGHAM
Lower Road, Effingham
(12 - 18 Mixed Comp. NOR. 1080, 184 Sixth Form)
HEAD OF PHYSICS Scale 3 required September 1984. To lead well established department offering courses to A and O level and CSE. Previous experience of A level teaching essential.

C.V. to Head.

For further details Tel: Bookham 53694. (57832) 134818

## Scale 2 Posts and above

### BARNET

LONDON BOROUGH EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational
Comprehensive. 6 F.E. Roll 1050. Sixth Form 150
Near Cockfosters Tube Station and New Barnet Station
Required SEPTEMBER, 1984, PHYSICS graduate to be responsible for Upper Sixth, University and Polytechnic applications, Careers, General Studies, Community Service, etc. Applicants should be honours graduates with successful experience of O- and A-level teaching. School has ten science laboratories and five technicians in two buildings. Scale 3/4.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (57483) 134820

### BRENT

LONDON BOROUGH OF BRENT
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10 [illegible]
Headmaster: Mr M.R.H. Piercy, B.A.
Required for the Summer term only - TEACHER of BIOLOGY able to take the subject with classes in years 1, 2, 3 and 5 including pupils preparing for 'O' level and CSE 'Biology'; the post will also involve teaching either 'A' level Biology or taking younger pupils for Integrated Science according to the experience of the teacher appointed. Scale 2 available for suitable qualified candidate, but applications from probationery teachers would be welcomed.

London Allowance of £987 per annum is payable.

Brent is an Equal Opportunities employer.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher returnable within 10 days. (57634) 134820

### CAMBRIDGESHIRE

THE KING'S SCHOOL
Please see under Scale 1. (54671) 134820

### CAMBRIDGESHIRE

PARKSIDE COMMUNITY COLLEGE
Required for September HEAD OF PHYSICS (Scale 2) in this 11 - 16 comprehensive school (600 pupils). The successful candidate will be responsible for the organisation of Physics teaching throughout the school and will make a major contribution to the Technology Course. An interest in electronics and the use of computers in Science will be an advantage.

Application form and details from the Acting Headteacher, Parkside, Cambridge CB1 1EH. (S.A.E. please). Tel: 352828, returnable by 16th March, 1984. (57722) 134820

### CLWYD

COUNTY COUNCIL

BLESSED EDWARD JONES HIGH SCHOOL
Cefndy Road, Rhyl

(11 - 18 mixed comprehensive, 570 pupils)

(55433)

Head - F. Ashworth, B.Sc.

Required in September 1984,

TEACHER OF PHYSICS UP TO 'A' LEVEL SCALE 3.

The post at the Blessed Edward Jones School is for one year only, due to the secondment of a permanent member of staff, and from September 1985 the person appointed is guaranteed a Scale 2 post in another school in the county.

Application Forms may be obtained from the Head, to whom they should be returned by March 19th.

JOHN HOWARD DAVIES, Director of Education, Shire Hall, Mold. (57810) 134820

### DEVON

[illegible] displayed advertisement page 65. [illegible] 134820

### HAVERING

LONDON BOROUGH OF HAVERING NEAVE SCHOOL
Settle Road, Harold Hill RM3 9XX
(Roll 630 Mixed)
Tel: Ingrebourne 71334
Headteacher: J.B. Quinn, M.A.
Required for the Summer Term 1984, a temporary teacher of Biology/General Science. Scale 2 available for appropriate experience.

Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headteacher. Closing date: Friday 16th March, 1984. (57897) 134820

### OXFORDSHIRE

COUNTY COUNCIL WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Comprehensive 11 - 18, 1160 on Roll
Required for September a teacher to be responsible for Physics (Scale 2) under the overall direction of the Head of Science and to teach throughout the school. The Department has a tradition of considerable academic success.

Apply in writing to the Headteacher as soon as possible outlining age, qualifications, experience and names of two referees. Further particulars available upon receipt of S.A.E. (57806) 134820

### SHROPSHIRE

EDUCATION COMMITTEE

JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford TF2 7JR

11 - 16 mixed comprehensive, 1120 pupils

Required from the Summer Term, teacher of Physics (Scale 2) to take responsibility for the subject within the Science Department.

Further details from the Headmaster (Sae), or Tel: Telford 605942. (57679) 134820

## Scale 1 Posts

### BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham, Essex
(Roll 1076)
Required for April 1984 - GENERAL SCIENCE. A teacher of General Science to work throughout the lower [illegible] cant would also be expected to teach some examination classes to C.S.E. level in Biology. Scale 1.

London Addition £987 per annum. Reimbursement of removal expenses in approved cases.

Please reply as soon as possible by letter to the Headmaster giving full curriculum vitae including the names and addresses of two referees, one of whom should be your present or immediate past employer. Closing date: 13th March 1984. (60021) 134822

### BARNET

LONDON BOROUGH FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, North Finchley, N12 8TA
V.A. Boys' Comprehensive.
11 - 18. Roll 860. Sixth Form 165
01-445 0105
Required APRIL/SEPTEMBER, 1984 well qualified graduate to teach CHEMISTRY throughout school. Willingness to participate in extra-curricular activities an advantage. Practising Roman Catholic preferred. Scale 1.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (57651) 134822

### BERKSHIRE

RANELAGH SCHOOL
Ranelagh Drive, Bracknell, Berks. RG12 3DA
N.O.R. 622 (128 6th Form co-ed)
Required for September 1984, TEACHER OF PHYSICS (Scale 1) certainly to 'O' Level, 'A' Level if possible. Ability to teach Chemistry to 'O' Level/CSE an advantage. This Voluntary Aided Church of England School is in the third year of re-organisation into a 4FE Comprehensive School (previously Grammar School).

Further details and application forms from the Headmaster (SAE).

Tel: Bracknell 421233. Closing date March 19th, 1984.

Berkshire County Council is an equal opportunity employer. (60934) 134822

### BERKSHIRE

EMMBROOK SCHOOL
Emmbrook Road, Wokingham, Berkshire RG11 1JP
N.O.R. 1250 (11 - 18 co-ed. comprehensive 7FE)
Required September 1984, graduate TEACHER OF CHEMISTRY (Scale 1) to teach throughout the school including the first year as part of an integrated science project.

Application forms and further details from the Headmaster (SAE).

Closing date March 16th, 1984.

Berkshire County Council is an equal opportunity employer. (60940) 134822

### CAMBRIDGESHIRE

THE KING'S SCHOOL (THE CATHEDRAL SCHOOL)
Park Road, Peterborough PE1 2UE
Required for September 1984, a teacher of Physics (Scale 1 or 2 according to experience). The successful candidate would join a dynamic department with a tradition of academic success at the highest level and a commitment to effective teaching across the full ability range.

The School is a four form entry, Church of England Voluntary Aided Comprehensive School with its own distinctive admission scheme. It has an academic sixth form of 150.

Applications, by letter, as soon as possible, containing curriculum vitae and the names of two referees to the Headmaster, Mr. M.J. Barcroft, from whom further information may be obtained. (54670) 134822

### CAMBRIDGESHIRE

BASSINGBOURN VILLAGE COLLEGE
Required for September a teacher of CHEMISTRY, BIOLOGY and LOWER SCHOOL SCIENCE. (Scale 1).

Application forms from the Warden, The Village College, Bassingbourn Royston, Herts. (S.A.E. please). Tel: 42344 returnable by 12th March, 1984. (57723) 134822

### CHELTENHAM

THE GRAMMAR SCHOOL
(Voluntary Aided)
Princess Elizabeth Way, Cheltenham
Selective Boys' School with 800 on roll (200 in Sixth Form)
Required for September 1984, a chemist to take a full share in the work of a strong department. Ability to assist with extra-curricular activities a distinct advantage.

Further details available from the Head Master, to whom application with Curriculum Vitae and names and addresses of two referees should be sent by March 16th, 1984. (60951) 134822

### DUDLEY

METROPOLITAN BOROUGH

REDHILL SCHOOL
Junction Road, Stourbridge, West Midlands

(11 - 16 co-ed. comp. Group 10)

[illegible] share in the teaching of the subject throughout School up to 'O' and CSE level. The School has well-equipped laboratories.

Apply as soon as possible with c.v., and names of 2 referees to Headmaster. (57161) 134822

### ESSEX

CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island.
(Roll 900 Projected)
Tel: Canvey Island 696811
TEACHER OF BIOLOGY, Scale 1
Required September, specialist. Excellent accommodation and facilities in new expanding school.

TEACHER OF CHEMISTRY, Scale 1,

Required September. A specialist Chemistry Teacher. Excellent accommodation and facilities in new expanding school.

Forms and details for both posts from Headteacher (foolscap s.a.e. please). (60018) 134822

### HEREFORD & WORCESTER

COUNTY COUNCIL

STOURPORT-ON-SEVERN HIGH SCHOOL
Minister Road, Stourport-on-Severn, Worcs. DY13 8AX

Required for September, 1984 a teacher of Physics, Scale 1, to teach throughout the ability range including 'A' level. An ability to teach Chemistry up to 'O' level would be an advantage. The post is due to expansion within a large flourishing department. There are nine well equipped laboratories and a full range of 'A', 'O' and C.S.E. courses in all sciences.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (57982) 134822

### KENT

COUNTY COUNCIL EDUCATION DEPARTMENT SWALE DIVISION THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years, 1800 plus on roll
PHYSICS Graduate to teach across the whole ability range, including 'A' level. Scale 2 post available for suitably qualified and experienced candidate.

Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent. (60055) 134822

### KINGSTON ON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 875 boys, 275 in the Sixth Form)
REQUIRED IN SEPTEMBER 1984, a well qualified young Graduate to teach PHYSICS throughout the School, including a share of Sixth Form work to 'A & S' levels.

A willingness and the ability to assist in coaching games (rugby and cricket), rowing, Scouts or School societies will be welcome.

Salary: Burnham Scale 1 plus London Allowance £645.

Applications immediately to the Headmaster at the School, together with full curriculum vitae and the names of 3 referees. (60048) 134822

### KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 8XF

(1365 boys and girls, 11 - 18 years SPA payable)

Required for September or sooner if possible, Scale 1 Physics Teacher, required to join a well established department working to CSE, 'O' and 'A' levels. A suitably qualified teacher could expect some fifth form teaching. An interest in technology, engineering science, computer education or integrated science for younger pupils would be advantageous.

For further information send s.a.e. to the Headteacher at the above address to whom applications by letter giving details of age, qualifications and experience together with the names of two referees, should be sent within the next 10 days. (57301) 134822

### MERTON

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BP
Headteacher: Mr. G.D.N. Giles, M.A.
Tel: 01-764 5112
Age Range: 13 - 18 years
No. on Roll: 770
London Allowance: £987
Closing Date: 16th March 1984
[illegible] possible.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (57888) 134822

### NEWHAM

LONDON BOROUGH OF NEWHAM LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Gabert
Number on roll: 1800
TEACHER OF PHYSICS Scale 1
Well qualified Teacher of Physics to teach in our Upper School - Years 4 and 5 and in the 5th Form.

Apply direct to the Headmaster giving a brief curriculum vitae and the names of two referees.

London Allowance: £987.

Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (57982) 134822

### NORFOLK

ORIEL HIGH SCHOOL
Oriel Avenue, Gorleston, Gt. Yarmouth

No. on Roll : 650 12 - 16 mixed

Scale 1 Teacher Physics and Science

Required September 1984 to teach Physics and Science across the full ability range in an expanding department. An interest in Technology will be an advantage.

Application by letter enclosing c.v. and the names of two referees to the Headteacher at the school (s.a.e. please).

Closing date: 16th March 1984. (57308) 134822

### NORTHAMPTONSHIRE

WOLLASTON SCHOOL
Irchester Road, Wollaston, Wellingborough, Northants NN9 7PH

Required - September 1984 Graduate TEACHER OF CHEMISTRY Scale 1 at this fully developed 11 - 18 rural comprehensive school. Teaching will include Integrated Science in the lower school and chemistry to O and A level. Excellent laboratories and technician support.

This post offers an excellent opportunity for a newly qualified or more experienced teacher to join a well established faculty.

Full details and application forms available from the Headmaster at the school. Completed forms to be returned within two weeks of the appearance of this advertisement. (57863) 134822

### NORTHUMBERLAND

BLYTH TYNEDALE COUNTY HIGH
Tynedale Drive, Blyth NE24 4LN
(Group 10, 13 - 18 Comprehensive 780 pupils inc 75 in 6th Form)
Required for September 1984, Scale 1 Physics/Integrated Science teacher. Would be expected to teach physics to 'O' Level and science across curriculum.

Candidates should indicate what contribution they could make to general life of school.

Removal expenses/lodging allowance may be payable.

Application forms (foolscap sae) from and returnable to Headteacher. (57738) 134822

### NORTHUMBERLAND

BLYTH RIDLEY COUNTY HIGH
Sixth Avenue, Blyth NE24 2SY
(Group 11, 13 - 18 Comprehensive 898 pupils inc 110 in 6th Form)
Required from September 1984, graduate teacher of chemistry (Scale 1). Will be expected to teach Chemistry to 'A' level and also share in teaching of integrated science and possibly one other separate science subject. School is actively involved in Secondary Science Curriculum Review and person appointed will be able to share in curriculum evaluation and development which is currently taking place within school's Science Area. Post provides excellent opportunity for newly-qualified entrant into teaching.

Removal expenses/lodging allowance may be payable.

Application forms (foolscap sae) returnable 16 March 1984, from Headteacher. (57739) 134822

### POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT CRICKHOWELL HIGH SCHOOL
This new, purpose built, Group 8 School opened in September 1983 with Years 1 - 3 and is developing as an 11 - 18 comprehensive school, to serve the small market town of Crickhowell and nearby villages in the Usk Valley.
Required for September 1984 two energetic, well-qualified teachers for full-time permanent posts (Scale 1), one specialising in the teaching of Physics, the other in the teaching of Physics and Chemistry, both involving some contribution to Science, Years 1 and 2. An ability to contribute to the development of computing could lead to an appointment on Scale 2.

Application forms and further information may be obtained from the Headmaster, Crickhowell [illegible] (57968) 134822

### OXFORDSHIRE

COUNTY COUNCIL LANGTREE SCHOOL
Woodcote, Reading RG8 0RA
11 - 16 mixed comprehensive (Group 9)
Roll 640
Required for the Summer Term only due to secondment, a temporary teacher of Biology to teach all years and abilities to G.C.E. 'O' level and C.S.E. level.

Apply by letter to the Headteacher as soon as possible with names of two professional referees. (S.a.e. for reply please). (57865) 134822

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ

(11 - 16 Comprehensive - 830 boys - becoming co-educational)

Headmaster: J.R.W. Oliver, M.A.

Required for May 1984 if possible - and otherwise for September - TEACHER OF SCIENCE, SCALE 1 (with Outer London Allowance) to teach Integrated Science to the junior years and Physics to 'O' Level. An established post may be available, but applicants seeking a one-term post could be considered.

The Physics 'O' Level course is well established. The Science Department has 6 laboratories, serviced by 2 full-time technicians.

As from September girls as well as boys will be admitted to the First Year.

The School, which is in a very pleasant area and with its grounds extending to the bank of the Thames, is within easy reach of Central London.

Forms and further particulars (foolscap s.a.e.) from the Director of Education, Regal House, London Road, Twickenham, Middx. TW1 3QB. Forms should be returned to the Headmaster at the school by Tuesday, March 20th. (57010) 134822

### SURREY

EDUCATION COMMITTEE THE ASHCOMBE SCHOOL
Dorking
(12 - 18 Mixed Comp. NOR. 1230, inc 240 [illegible]
[illegible] 886312. (57831) 134822

## Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS, UNLESS INDICATED OTHERWISE. APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

## SECONDARY

### COURT FIELDS SCHOOL, WELLINGTON

(11–16 mixed comprehensive, 800)

For September 1984, teacher of MUSIC, Scale 1. Temporary appointment for one year to teach music throughout the school to 'O' level, and to assist with general music activities.

Closing date 12th March, 1984.

### FROME COLLEGE, FROME

(13–18 mixed comprehensive, 1500, and further education college combined, on separate sites)

For September 1984, teacher of FRENCH, to 'O' and 'A' level, with strong German. Preferably to 'A' level. Scale 1 enthusiastic teacher sought; an interest in post-16 courses for all types is a strong recommendation.

This is a temporary appointment for one year in the first instance.

Applications by letter to the Principal, endorsing envelope with post title and enclosing SAE for job description and application form.

Closing date 12th March, 1984.

### ST. AUGUSTINE OF CANTERBURY SCHOOL, TAUNTON

(11–16 mixed comprehensive, 790, a joint Church of England/Roman Catholic V.A. school)

For September 1984, teacher to be in charge of CAREERS EDUCATION. To offer in addition either English or History, Scale 2.

Closing date 19th March, 1984.

## MIDDLE SCHOOLS

### SELWOOD V.C. MIDDLE SCHOOL, FROME

(9–13 mixed, 832)

For September 1984, FRENCH CONSULTANT, Scale 2. To head department and join Year 4 team as a form tutor.

Letters of application to the Head at the school. SAE for further details and application form.

Closing date 16th March 1984.

(9132)

## SECONDARY SCIENCE
continued

**SANDWELL**
METROPOLITAN BOROUGH OF SANDWELL

**SANDWELL**
METROPOLITAN BOROUGH OF SANDWELL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Multi ethnic Comprehensive)

Required for Summer Term 1984:

CHEMISTRY/GENERAL SCIENCE Scale 1.

1 term temporary post. Teach subject throughout the School.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Clepitt Lane, West Bromwich, West Midlands.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (57677) 134622

**SUFFOLK**
COUNTY COUNCIL
KIRKLEY HIGH SCHOOL
Kirkley Run, Lowestoft
(1300 on roll)

Required 1 September, 1984, or earlier if possible, a well qualified teacher of Physics/Science for this 11-18 Co-educational Group 13 Comprehensive High School. Applicants should be able to offer Chemistry to 'O' Level and Physics to 'O' Level. Separate Sciences are taught at present but moves towards Integrated Science are anticipated in the near future. This is a Scale 1 post.

Details and application forms are available from the Headmaster (s.a.e. please), to whom they should be returned within two weeks of appearance of this advertisement. (57684) 134622

**STAFFORDSHIRE**
EDUCATION COMMITTEE
GREAT WYRLEY HIGH SCHOOL
Hall Lane, Great Wyrley, Walsall WS6 6LQ
Required for September, 1984 a chemist for this High School, a teacher of PHYSICAL SCIENCES (SCALE 1). Ability to teach Physics or Chemistry to Advanced Level an advantage. With large Sixth Form numbers.

An application form obtainable from the Headteacher (s.a.e.).

All applications are invited to note that it is the County Council's views that it is undesirable for their employees to be members of any appropriate Trade Union. (57666) 134622

**SURREY**
GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey
(Church Schools Co. Ltd.)
Will qualified CHEMISTRY teacher required for September.

Please see independent section for details. (60919) 134622

**SURREY**
EDUCATION COMMITTEE
DE BURGH COUNTY SECONDARY SCHOOL
Godalming
(13 - 18 Mixed Comp. NOR 780, inc. 6th Form)
TEMPORARY PHYSICS/CHEMISTRY Scale 1 full or part time teacher required Summer Term 1984.

Contact: Head Tel: Bush Heath 50713. (60051) 134622

**WALTHAM FOREST**
AN EQUAL OPPORTUNITY EMPLOYER
SIR GEORGE MONOUX SCHOOL
Chingford Rd., London E17
Digital Electronics
REQUIRED FOR APRIL OR SEPTEMBER
TEACHER OF PHYSICS/ENGINEERING SCIENCE
SCALE 1 (plus London Allowance) required in this comprehensive school for boys aged 11 18 years (800 on roll) to join a strong and vigorous department housed in modern laboratories and to teach either or both subjects throughout the school (C.S.E. and A level). An interest in Computing and C.A.D. welcomed.

Contact Headteacher for Application Form and further details (and s.a.e.).

Closing date: 16th March 1984. Ref. 585. (60082) 134622

Biology Graduate, Physics Graduate, Beaucroft School. See Independent Section 134622 80. (57017)

Teaching in the Third World is an education in itself. See under Overseas Section. (54014)

## Speech and Drama
### Heads of Department

**ESSEX**
FRYERNS SCHOOL
Craylands, Basildon SS14 3JA
(Roll 1286)
Required September 1984 Scale 3
London Fringe Allowance
READVERTISEMENT
Required for September an experienced teacher of Speech and Drama with good qualifications. Details and application forms from Headteacher (60009) s.a.e. please. 135218

## Scale 1 Posts

**HAMPSHIRE**
HERON WOOD SCHOOL
Tongham Road, Aldershot, Hants.
A Comprehensive Boys 11 - 16) (N.O.R. 730)
Required for September 1984, or earlier if available, a post for a Teacher of Drama required. Willingness to promote performance opportunities is preferred. Second subject ie Music or Art.

Closing date 16th March 1984.

Letters of application naming two referees to Head Teacher with s.a.e. for details. (57655) 135222

## Technology
### Heads of Department

**SHEFFIELD**
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8BB
Required for September 1984: Head of C.D.T. (Scale 3) to lead a vigorous department of six specialist teachers.

Detailed information (and application forms) concerning the school and the work of the C.D.T. Department is available by phoning the Re-letter (0742 392371) and you should make sure you receive those details BEFORE applying for the post.

CLOSING DATE: FRIDAY, 16 MARCH 1984. (57452) 135518

## Other than by Subject Classification
### Heads of Department

**BERKSHIRE**
GARTH HILL SCHOOL
Sandy Lane, Bracknell, Berks. RG12 8JW
N.O.R. 1130 (130 6th Form)
Required for September 1984, HEAD OF CAREERS EDUCATION AND GUIDANCE (Scale 3). A well qualified, dynamic and energetic teacher with counselling skills to develop and co-ordinate school policy on vocational guidance, careers curriculum work, work experience, liaison with industry and recent initiatives in school leavers. The school is involved in the Technical Vocational Education Initiative and the vacancy should appeal to a teacher with vision and enthusiasm.

Further details and application forms from the Headmaster (SAE). Tel: Bracknell (0344) 421122. Closing date March 19th, 1984.

Berkshire County Council is an equal opportunity employer. (60931) 135618

## Scale 2 Posts and above

**NORTHAMPTONSHIRE**
MUSIC SERVICE
(Re-Advertisement)

Owing to the expansion of this service the following new post has been created. Applications are invited from suitably qualified and experienced teachers. Only serious applicants will be considered.

SCALE 3. MULTI-CULTURAL DEVELOPMENT CURRICULUM DEVELOPMENT TEACHER

A teacher is required as soon as possible to work in the Wellingborough area. The person appointed will support the advisory teacher in extending and developing one curriculum area of the C.D.C. The person will be expected to work in schools during the introduction of the new resource material.

The above post is permeable with the possibility of short term attachment to schools. Applicants should have some relevant experience of teaching in multi-cultural schools. An understanding and knowledge of the West Indian community will be an advantage.

The successful candidate must provide his/her own car and possess a full current driving licence.

Applications and further details available from the County Education Officer (Ref. D.J.), Northampton House, Northampton NN1 2BX (s.a.e. please). Closing date: 16th March 1984. (57470) 135620

## Scale 2 Posts and above

**EAST SUSSEX**
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 2LE
Comprehensive mixed, 11 - 18. Roll 1130
Required from September: Experienced Teacher (Scale 2 or 3). To be responsible for planning and teaching courses in Humanities and English Faculty for pupils of average and below-average abilities. Co-ordination of pattern of courses planned for these pupils. Similar appointment will be made in Science/Mathematics Faculties.

Application forms (see please) from and returnable to the Head Teacher. (57680) 135620

## Scale 1 Posts

**CAMBRIDGESHIRE**
HUNTINGDON AREA
ERNULF COMMUNITY SCHOOL
Barford Road, St. Neots, Huntingdon, Cambs.

Required for the Autumn Term: YOUNG TUTOR (Lecturer I) committed to promoting the ethos of links between school and community through general oversight of school provision and a proportion of appropriate linked day-time teaching.

Application forms and further details from the Principal (SAE please) (57187) 135622

**HARROW**
EDUCATION COMMITTEE
HARROW WEALD SIXTH FORM COLLEGE
Brookshill, Harrow Weald, Middx. HA3 6RR
Tel: 01-954 0511/7776
Invited for the post of responsibility for Modern Languages.

Ability to teach 'O' and 'A' level work and a willingness to be involved in the whole curriculum of the College, e.g. costumes for Drama productions, is essential. Commercial experience would be an advantage.

Scale 2 post available for suitable experience and qualifications.

Application forms from and to be returned to the Principal, Harrow Weald Sixth Form College by 14th March, 1984. Please enclose stamped addressed envelope. (57477) 140090

**HOUNSLOW**
THE FELTHAM SCHOOL
Brownlow Lane, Feltham, Middx. TW14 9PT
Tel: 01-890 0167
BEAG TEACHER: Paul M. Grant, B.Sc., Dip.Ed., Dip. on roll 1250 (Sixth Form 140)
Required from Easter for one term only, an English and General Studies teacher, Scale 1 (two posts), suitably qualified teacher is sought to undertake some teaching of work in a large successful English department. Excellent opportunities exist to gain wide experience in a school currently being redeveloped through an ambitious building programme to provide a new purpose built school and comprehensive School with extensive Community provision. First phase opened September 1983.

Pastoral care of pupils is organised through membership of Year Teams based on Year Centres.

Letters of application, curriculum vitae and names and addresses of two referees should be sent to the Headteacher at the school within 14 days.

LONDON ALLOWANCE PAYABLE £645 P.A.

EQUAL OPPORTUNITY EMPLOYER. (57673) 135622

**LONDON**
NOTRE DAME HIGH SCHOOL (RC)
118 St. Charles Road, London SE1
01-361 7191
Girls 14 form Comprehensive 11 - 18 (Roll 700)
Headmistress: Sister Myra
SCALE 1 TEACHER REQUIRED FOR EASTER.

Scale 1 English Teacher (due to maternity leave). Ability to teach up to 'A' Level desirable.

Scale 1 Geography Teacher. Must be committed to multi-cultural approach and have experience of GCSE and mixed ability. Visits welcome. (57814) 135622

**WALTHAM FOREST**
AN EQUAL OPPORTUNITY EMPLOYER
ENGLISH LANGUAGE SCHOOLS
MARKHOUSE SCHOOL
Markhouse Road, London E17
TEACHERS OF ENGLISH TO YEAR 10 (GURMUKHI SCRIPT)
For further details see our advertisement under Secondary, Modern Languages. (60050) 135622

## Sixth Form and Tertiary Colleges
### Scale 2 Posts and above

**HARROW**
EDUCATION COMMITTEE
HARROW WEALD SIXTH FORM COLLEGE
Brookshill, Harrow Weald, Middx. HA3 6RR
Tel: 01-954 0511/7776
Invited for the post of responsibility for Modern Languages.

Ability to teach 'O' and 'A' level work and a willingness to be involved in the whole curriculum of the College, e.g. costumes for Drama productions, is essential. Commercial experience would be an advantage.

Scale 2 post available for suitable experience and qualifications.

Application forms from and to be returned to the Principal, Harrow Weald Sixth Form College by 14th March, 1984. Please enclose stamped addressed envelope. (57477) 140090

## Scale 1 Posts

**SALFORD**
CITY OF SALFORD
EDUCATION DEPARTMENT
ECCLES COLLEGE
Chetsworth Road, Eccles, Manchester M30 0FJ
Tel: 061-789 5878
Principal: Mr Lord B.Sc., F.R.I.C.

Required for September, A.C.T. cute to teach ENGLISH to Advanced Level. The department is starting a new course in communication and an ability to help with this would be a distinct advantage.

Salary Scale 1.

Please send stamped addressed envelope for application forms and further details to the Principal to whom completed application should be returned within 14 days of the appearance of this advertisement. (57749) 140092

## Special Education
### Headships

**HERTFORDSHIRE**
WATLING VIEW ESN(S) SCHOOL
Watling View, St. Albans, Herts. AL1 2ND
HEAD TEACHER
Required for September, 1984 a full time mixed day school for ESN(S) pupils aged 3 and 19.

Applicants, who must be experienced teachers holding an advanced diploma in special education should write for further particulars and application form to the Divisional Education Officer, County Council Offices, Civic Centre, St. Albans AL1 3JZ, enclosing sae.

Closing date 23rd March 1984. (57140) 140010



## SPECIAL EDUCATION
continued

### Deputy Headships
### Second Masters/Mistresses

**HAMPSHIRE**
RE-ADVERTISEMENT
BANCROFT SCHOOL
Roukadown Lane, Basingstoke
Tel: Basingstoke 56635/6
(Physically handicapped Children 8 - 13)
Group 4(8) Required September, 1984 or earlier. Deputy Headteacher - Enthusiastic, adaptable and able to work in a multidisciplinary situation where close parental involvement is encouraged.

The school works 5 sessions a year with holidays of 1, 2, or 3 weeks between sessions.

Teachers experienced in teaching physically handicapped children may contact the Headmaster for further details, job description, application forms and arrangements for visiting. Closing date (for receipt of completed applications) 16th March, 1984. (57856) 160012

### Heads of Department

**DEVON**
Please see displayed advertisement on Page 83. (57877) 160018

**GLOUCESTERSHIRE**
THE SADGEWORTH GROUP OF SPECIAL SCHOOLS

REQUIRE NON-RESIDENT HEAD OF CARE FOR 1ST MAY 1984.

This is a Group Appointment the successful applicant will be based as required.

The Sadgeworth Group is an Independent Group, comprising two schools and two hostels, catering for children in need on whom statements have been made (boys aged 8 to 16 years).

The successful applicant would be required to take complete charge of the Care to one of our establishments, duties would include organisation and supervision of Care Staff, and general overall duties of Care relating thereto.

In general terms, the post requires a person of new vision, worked in a Care Setting with the emotionally handicapped (which for necessarily at weekends). Sleeping-in duties is required. Clean, current driving licence and car insurance essential. 6 weeks paid holiday per annum.

SALARY N.J.C. Grade 3 (minimum 18 - 25) according to experience. A Qualification allowance is paid where appropriate and plus a sleeping-in allowance.

APPLICATIONS (FORM) to Group Director, Sedgeworth Group of Special Schools, Sadgeworth Hall, Near Cheltenham, Glos. GL53 7QJ. Tel: Chur. (0242) 713187 (9 am to 4.30 pm).

Appointments to the Group are subject to the production of satisfactory references, the appointment will be ratified upon such references as forthcoming.

As part of the Group's Equal Opportunities Policy, applications are welcome from suitable regardless of disability, marital status, race or sex. (57156) 160011

**HAMPSHIRE**
LORD MAYOR TRELOAR COLLEGE
Head of Science Department
Required from 1st September 1984 a suitably qualified Special Needs Teacher with experience in a Special Boarding School for boys and girls with physically handicapped and mentally ill children of normal intelligence, aged 9 to 16 years, well-equipped Labs.

Applicants should have a good science qualification and be able to teach to G.C.S.E. standard at level and provide teaching for 'A' level candidates who attend Alton Terrett College.

Curriculum opportunities for development appropriate to (Ref. 1.1.33) Additional £747 for graduates.

Accommodation may be available at a reasonable charge.

Please s.a.e. for further details and application form to Mrs. Fox, Headmaster, Lord Mayor Treloar College, Mollyhurst Lodge, Holybourne, Alton, Hants. GU34 4BP. (64131) 160013

**HAMPSHIRE**
LORD MAYOR TRELOAR COLLEGE
Head of Mathematics
Required 1st September, 1984 a suitably qualified teacher of Mathematics to teach in this non-maintained Special Boarding School for physically handicapped children of normal intelligence, aged 9 to 16 years. Applicants should be suitably qualified to teach G.C.S.E. and 'A' level candidates who attend Alton Terrett College.

Curriculum opportunities for development appropriate.

Accommodation may be available at a reasonable charge.

Please s.a.e. for further details and application form to Mrs. Fox, Headmaster, Lord Mayor Treloar College, Mollyhurst Lodge, Holybourne, Alton, Hants. GU34 4BP. (64131) 160015

**HAMPSHIRE**
BAYCROFT SCHOOL
Gosport Road, Stubbington, Fareham, Hants. PO14 2AE
11 - 16 mixed
Comprehensive for children with moderate learning difficulties - 183 on roll.

Required 30th April 1984 HEAD OF UPPER SCHOOL - Senior teacher class or state all aspects of teaching programmes and careers work, to include careers advisory establishments and local industry, and general careers purposes. Ability to work would be an advantage.

Applications to the Head Teacher for further details please enclose a S.A.E. 2nd April 1984. (57862) by 160018

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE FOREHAND SCHOOL
Lanthorne Road, Broadstairs
Tel: 0843 62 2 3 CHER
(Emotionally Disturbed Children)

Applications are invited for a post which will be available at this large complex school for September, 1984. The primary responsibility will be to take charge of a small department for generic work from behaviour and learning difficulties. Special responsibilities will rest with physically and mentally handicapped children in other departments who have behaviour disorders.

Previous experience with disturbed children and a sound knowledge of Behaviour Modification is essential.

In the first instance please contact the Headmaster, Mr. Peter Rees. Tel: Broadstairs 62 3 3 3 3, to arrange an informal discussion.

Applications with names and addresses of referees should then be submitted by 31st March, 1984 on the form which is available from the school. (60078) 160018

**OXFORDSHIRE**
BESSELS LEIGH SCHOOL
Nr. Abingdon, Oxon OX13 6JS
Required for September 1984 ASSISTANT PRINCIPAL EDUCATION (Scale 3) at this special residential school for 40 senior maladjusted boys. Applicants should have relevant experience with children with special needs and preferably be holders of advanced qualifications. The successful candidate will be required to take a major role in curriculum development and to be involved in the internal management.

Details from the Principal, Tel: (Botley Heath (0865) 350436. (54362) 160016

## Scale 2 Posts and above

**CAMBRIDGESHIRE**
CAMBRIDGE AREA SPECIAL SUPPORT TEAM
Applications are invited from experienced teachers for the post of PERIPATETIC SUPPORT TEACHER, Scale 2.

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (s.a.e. please) returnable by 16th March 1984. (57153) 160020

**CROYDON**
LONDON BOROUGH OF CROYDON

KINGSLEY INFANTS
Shirley Crescent, Croydon CR0 5JY

Tel: 01-689 7688

Tenable September 1984

A qualified teacher of the Deaf to take a full time Nursery class at Kingsley Infants School. Applicants should be experienced in dealing with young children's needs and the Nursery curriculum is essential.

Applicants should apply to the Head Teacher.

SALARY - Burnham Scale 3 to suitable applicant, enthusiastic college leaver. Inner London Allowance. (57986) 160020

**CROYDON**
LONDON BOROUGH OF CROYDON

SYLVAN MOUNT ASSESSMENT CENTRE
27 Sylvan Road, Upper Norwood, London SE19

Tel: 01-771 3743

Tenable: 30 April 1984

A temporary teacher is required for one term at Sylvan Mount Assessment Centre which provides for pupils aged 13 - 18 for whom mainstream schools are no longer viable.

Applicants should be able to work as part of a team and accept to the curriculum requirements of equal promotion will be individual pupils.

Closing date: Friday 16 March, 1984.

SALARY - Burnham Scale 3 With London Area Allowance.

Interested applicants are asked to write or telephone for an application form to the Director of Education, Croydon Borough, Taberner House, Croydon CR9 3QL (Ref. 1.1.33) Additional £747 for graduates.

Accommodation may be available at a reasonable charge.

Please s.a.e. for further details and application form to Mrs. Fox, Headmaster, Lord Mayor Treloar College, Mollyhurst Lodge, Holybourne, Alton, Hants. GU34 4BP. (64131) 160014

**DEVON**
SCALE 2S Burnham Scale Salary

Head of English required for May at this independent Residential Special School for 54 boys 11 - 17 with special educational needs.

Experience is essential with a particular interest in Remedial Education. CSE syllabus are followed but the Department will need continual curriculum development.

Applications with CV and the names of two referees to The Headmaster, Dawlish College, Manor Road, Dawlish, Exeter, Devon. (54470) 160030

**DEVON**
Please see displayed advertisement on Page 83. (57882) 160030

**HAMPSHIRE**
TEACHER IN CHARGE OF A UNIT FOR HEARING IMPAIRED CHILDREN
SCALE 2 PLUS SPECIAL EDUCATION ALLOWANCE
PENSALE TRUST SCHOOL
Portsmouth Road, Portsmouth PO10 8QE
Required as soon as possible a suitably qualified and experienced teacher of deaf children in modern infant (a) holds a specialist diploma in teaching Hearing Impaired children, or

(b) is prepared to obtain such a qualification within two years of taking up appointment.

Further details and application forms from the Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2JJ. Closing date 5th March, 1984. (54086) 160030

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
ST. GEORGE'S SCHOOL
Pembury Road, Tunbridge Wells TN2 4NB
Roll 148 - Scale 3(B) - Head of Middle School
Required for September a commitment teacher with sound Special School experience and the ability to lead staff is sought for this challenging post which involves membership of the Senior Management Team. Relevant advanced qualifications desirable.

St. George's, situated on the outskirts of Tunbridge Wells, is a progressive, well established school catering for children with learning difficulties in the age range 5 - 19 years.

Application forms and further details (S.A.E. please) (60071) 160030

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES

OLDFIELD HOUSE JM/I SCHOOL
Oldfield Road, Hampton, Middlesex TW12 2HP

Oldfield House JM/I School is a school for children with emotional and learning difficulties

REQUIRED FOR SEPTEMBER 1984.

(1) Experienced and suitably qualified class teacher to be responsible for the organisation and development of the maths programme throughout the school. Scale 2(B).

(2) Experienced and suitably qualified class teacher to take charge of games, P.E. and outdoor pursuits throughout the school. Scale 2(B).

Both posts require an enthusiasm for and commitment to working with children with a variety of difficulties in a well structured environment. An additional interest in science or integrated studies would be an advantage.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB to arrive, to the Acting Headmistress at the school by 14th March. (57440) 160030

**WEST SUSSEX**
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Teacher of the DEAF required April or September for the Lavinia Norfolk Unit for Physically Handicapped and Rear. or 2 posts according to experience plus Special Class Allowance.

Details and form from Headmaster (s.a.e. please). (57544) 160030

## Scale 1 Posts

**BARKING AND DAGENHAM**
LONDON BOROUGH OF BARKING AND DAGENHAM
CASTLE SCHOOL
Goresbrook Road, Dagenham, Essex
(moderate and severe learning difficulties)
Number on roll: 79 (5 - 16)
Tel: 01-592 5153
Required for September 1984. An energetic and committed teacher to work in the Department of Early Educational Skills and to take charge of a small group of older pupils with severe learning difficulties. Scale 1 plus Inner London Allowance. Applications from college-leavers welcomed.

For further information, or to arrange a visit, please contact the Headteacher.

Application forms available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date 16th March, 1984. (60087) 160032

**BRIGHTON**
HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
Walpole Road, Brighton BN2 3ET

URGENTLY REQUIRED FOR SUMMER TERM

Teacher for class of severely deaf Juniors Temporary post with possibility of permanence.

Scale 1 with Special Schools Allowance. (57960)

Apply to Principal by 8th March with full C.V. and two referees. (57960) 160032

**BROMLEY**
LONDON BOROUGH OF BROMLEY
DARRICK WOOD PRIMARY
PARTIAL HEARING UNIT
Lovibonds Avenue, Orpington, Kent BR6 8ER
Required for 26th April 1984 or as soon as possible thereafter, qualified teacher of the Partially Hearing Unit, Scale 1. Special School Allowance payable.

Application (form and job specification) should be sent to the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1RA by 15th March 1984. (57461) 160034

**CAMBRIDGESHIRE**
THE MANOR SCHOOL
Milburton, Ely, Cambs. CB6 3NX
Required for September, or earlier if possible, a teacher (Scale 1 plus Special School allowance) trained or experienced in special educational needs. Ability to offer Drama and Art and Craft an advantage. The successful applicant will be required to work a maximum of 13 hours extensive duties per week, for which an extra payment of £1,868 will be made, plus occasional sleeping-in duties. Sedditive-rate accommodation available for rental at nationally agreed rates.

Application form and further details from the Headteacher (s.a.e. please). (57182) 160032

**DEVON**
KILWORTHY HOUSE TRUST CO-EDUCATIONAL THERAPEUTIC COMMUNITY
Well established alternative to conventional schools/children's homes offering qualified and/or experienced people to live and work with teenagers with social, emotional and learning difficulties.

Specialist area required: 1. MECHANICS or ART, 2. SCIENCE 4. HUMANITIES.

The posts are residential and require two year commitments.

Further information: John Farrow, Kilworthy House, Tavistock, Devon PL19 0JW Tel: 0822 2610. (56659) 160022

## CITY OF BIRMINGHAM EDUCATION DEPARTMENT

### *SERVING SPECIAL EDUCATIONAL NEEDS IN BIRMINGHAM*

The following posts are vacant from September 1984. They provide an opportunity for career teachers to take advantage of the facilities that exist in this City with its wide involvement in Special Education.

**A1 HEAD TEACHER – Group 6(S)**
Brays School, Brays Road, Sheldon B26 INS
Tel: 021-743 5730

This well equipped school is in the forefront of developing modern technology for use with children with physical disabilities and with varying intellectual abilities.

**A2 HEAD TEACHER – Group 4(S)**
Uffculme School, Queensbridge Road B13 8QB
Tel: 021-449 1081

This school is well sited, bordering park land and within 4 miles of the City Centre. It caters for primary age pupils who have a variety of health, emotional and communication problems which cause them to have moderate learning difficulties. A sound practical knowledge of curriculum development is essential.

Application forms and further details for the above posts are obtainable from the Chief Education Officer, Schools Branch (West Area), Margaret Street, Birmingham B3 3BU.

**B1 SECOND MASTER/MISTRESS – Group 8(S)** *(Re-advertisement)*
Collingwood School, West Heath Road B31 3TN
Teh 021-475 3330

This is a large school for pupils with moderate learning difficulties. The curriculum and educational organisation is highly structured and senior staff play a leading and demanding role. Candidates are expected to be closely involved in curriculum development and have a particular interest and experience in curriculum for the 12–19 age range.

**B2 SENIOR TEACHERS – Group 9(S)**
Calthorpe School, Darwin Street B12 0TJ
Teh 021-773 4637

THREE Senior Teachers are required at this large Special School catering for the needs of children of all ages with moderate to severe learning difficulties.

Each Senior Teacher will be responsible for Curriculum Development in one of the following areas: of the "cognitive" component of the school's Core Curriculum:
(i) perceptual and motor development
(ii) communication, language and literacy
(iii) concrete operations and numeracy

Candidates will also be expected to offer expertise in a specific curriculum area, and will have

Secondary Department, Primary Department, General School Administration.

Application forms and further details are obtainable from the Head Teachers at the schools concerned.

Experience at a senior level is essential for posts A1, A2, and for all the above posts teachers are sought who have a wide range of experience of children with special educational needs. Appropriate advanced qualifications would also be an advantage.

**C1 TEACHERS OF THE DEAF IN SCHOOLS AND UNITS**

With effect from September 1984 there will be a limited number of vacancies at varying levels of responsibility in this area of work and general applications are invited from experienced Teachers of the Deaf or experienced teachers who have recently obtained such qualifications.

Application forms and further details from Mr A. Sheriker, Head of Service, Vauxhall Gardens School, Barrack Street, Birmingham B7 4HA. (9136)

## Lancashire County Council

*An Equal Opportunities employer*
March, 1984.

Secondary Schools
Further/further details from the Headteacher at the school. SAE please.

**WHITWORTH HIGH**
Halford, Whitworth, Rochdale (612 on Roll)

TWO POSTS:
1st September 1984
1. SCALE 2 – FRENCH TO 'O' LEVEL
1st May 1984 or 1st September 1984
2. SCALE 2 – BIOLOGY TO 'O' LEVEL

**BLACKPOOL HIGHFIELD HIGH**
Highfield Road, Blackpool (1060 on Roll, mixed)
1st May, 1984
SCALE 1 – FRENCH

**LYTHAM ST. BEDE'S R.C. HIGH (SPECIAL AGREEMENT)**
Talbot Road, Lytham (629 on Roll, mixed)
1st May of 1st September 1984
SCALE 1 – MATHEMATICS, INTEREST IN COMPUTERS AN ADVANTAGE

**BURNLEY TOWNELEY HIGH**
Towneley Holmes, Burnley, (1147 on Roll, Co-ed 11–16)
20th August 1984/1st September 1984
SCALE 1 MATHEMATICS

**BURNLEY IVY BANK HIGH**
Byron Street, Burnley. (1061 on Roll, Co-ed 11–16)
20th August 1984 or 1st September 1984
SCALE 1 – SCIENCE

**COLNE PRIMET HIGH**
Dent Street, Colne (640 on Roll, mixed 11–16, Comp)
1st May 1984/1st September 1984
SCALE 1 ENGLISH – GRADUATE PREFERRED

Miscellaneous
INSTRUMENTAL MUSIC TEACHING SERVICE
1st September 1984, or earlier if possible

THREE POSTS:
1. Region 5 – Blackburn, Hyndburn and Clitheroe Areas
SCALE 5 – PERIPATETIC INSTRUMENTAL MUSIC TEACHING SERVICE.
(UPPER STRINGS PREFERRED, BUT OTHER APPLICATIONS CONSIDERED)
2. Region 3 – Preston, Fylde, Wyre Areas
1. SCALE 2 – PERIPATETIC TEACHER OF BRASS INSTRUMENTS
SPECIALISATION IN FRENCH HORN AN ADVANTAGE.
2. SCALE 2 – PERIPATETIC TEACHER OF STRINGED INSTRUMENTS
(CELLO – EXPERIENCE OF DOUBLE BASS AN ADVANTAGE)

Forms/further details for the above THREE posts from/to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. SAE please. (Reference 6/MAM). PLEASE STATE WHICH POST APPLYING FOR. (9135)

## HURTWOOD HOUSE

Hurtwood House is a private boarding 6th Form College preparing English and Overseas students for G.C.E. O and A levels. They can be residential or non-residential but all demand a high degree of dedication to school life.

Above average salary for above average commitment.

1. Mathematics teacher fully conversant with modern algebraic topics to A and S level and equally interested teaching at O level and pre-O level standard.
2. Teacher of Economics and Commerce. Initially responsible for O level and Lower Sixth material but would be expected eventually to take over considerable responsibility for the Department at all levels. Young Graduates preferred. Specialist Economics knowledge essential.
3. Young Graduate required to teach such subjects as Law, Commerce, Politics and Economics at O level.

Apply in writing to:

The Headmaster
Hurtwood House Independent College of Further Education
Holmbury St. Mary
Dorking, Surrey RH5 6NU

(9139)

## LONDON BOROUGH OF MERTON EDUCATION COMMITTEE

**St. Ann's School, Bordesley Road, Morden, Surrey.**
**Age range 5 – 9 years**
**No. on Roll 85**
**London Allowance £987 plus S.S.A.**
**Closing date 21st March 1984**

Required September 1984

# HEAD TEACHER

(Group 6B) for this ESN(S) school.

The school has a nursery unit and a bridge unit for the 16–19 year age group. Previous applicants need not re-apply.

Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Director of Education, Education Department, Station House, London Road, Morden, Surrey.

Please enclose a stamped addressed envelope.

(9138)

## CAMBRIDGESHIRE

*Northern Area Education Office*

Peterborough Area Special Needs Team

Required for September 1984:

Scale 3

# TEACHER

to be responsible for VISUALLY IMPAIRED CHILDREN in schools in the Northern part of the County.

Possible housing assistance.

**Further details and application forms available from the Senior Area Education Officer, Touthill Close, City Road, Peterborough, PE1 1UJ. (SAE first class).**

**Closing date for receipt of applications 16th March.**

(9140)

Required for September
**WHITEFIELD SCHOOL & CENTRE – McDonald Road, London E17 4AZ**
**Head: Mr P. R. Turner**

# Deputy Head Teacher

**Burnham 10(e)**
**£12,753–£13,935 + London Allowance & additional responsibility allowance.**

Following the promotion, to an Advisership, of the post-holder, a vacancy exists in this large Special School for the post of Deputy Head Teacher. We hope to appoint a teacher with proven leadership qualities within the field of Special Education seeking to gain administrative experience before moving on to further promotion.

We are looking for a qualified teacher, holding an advanced diploma/degree in Special Education. The successful candidate will be expected to co-ordinate the work of the Support Services (Staff Training, Assessments, Therapists, Parent Advisers etc.) Department of this large special school. Major building extensions were completed in 1983.

**Application form and full details obtainable from the Headmaster on receipt of large s.a.e.**

Closing date: 16th March 1984. Ref No. S13/589 (DH 2384)

AN EQUAL OPPORTUNITY EMPLOYER
Applications are considered for staff suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

## SPECIAL EDUCATION
continued

### EAST SUSSEX

**ST ANNE'S SCHOOL**
Keiton Row, Lewes BN7 1LJ
ESN(M). 5 - 16. Roll: 107
Required from Easter or September: An enthusiastic Reception Class Teacher for 5 - 8 year-olds. Scale 1 plus special schools allowance. Person with the ability to teach basic subjects and willingness to be deployed throughout the school if necessary. Experience essential.
Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG, to be returned to the Head Teacher. (57621) 160022

### ENFIELD

**LONDON BOROUGH OF ENFIELD**
**WAVERLEY SCHOOL E.S.N. (M)**
(Waverley Rd., Enfield EN2 7PB
Roll 110
Tel: 01-363 6559
Required from June 4th 1984, two Scale 1 teachers. These are temporary posts covering maternity leave.
London Allowance and plus Special Schools allowance.
Application forms and further details (foolscap SAE) obtainable from the Head Teacher, to be returned as soon as possible. (57640) 160022

### ESSEX

**MARKET FIELD SCHOOL**
School Road, Elmstead
Nr. Mar. Colchester
(Roll 80)
TEACHER, Scale 1 plus SSA
May 1st 1984. General Subjects for lower secondary age.
Apply to the Headteacher (foolscap s.a.e. please). (60005) 160022

**CEDAR HALL SCHOOL**
Rant Road, Thundersley, Benfleet SS7 3UQ
(Roll 145)
Tel: (0268) 774723
SECOND MASTER/MISTRESS, Group 7 (B)
Required for this school, for children aged 3 to 16 with moderate learning difficulties, experienced, adaptable, committed, sensitive teacher to be responsible for Reading and Language development with dramatic/movement and curriculum development and computer interest as valuable additions. Closing date: 21st March, 1984.
Please send s.a.e. for application form and further details to the Area Education Officer, South East Essex Area, The Civic Centre, Victoria Avenue, Southend-on-Sea. (60004) 160022

### HARROW

**EDUCATION COMMITTEE**
**SHAFTESBURY SCHOOL**
Hagdalene Lane, Harrow HA3 8LE
Tel: 01-428 2462
A temporary teacher is required for one year from September to take General Class subjects. The ability to teach Art and Craft would be an advantage.
The school caters for 120 children with moderate learning difficulties.
Scale 1 plus Special School Allowance and Greater London Weighting.
Application forms from and to be returned to the Headmaster by 14th March, 1984. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (57472) 160022

### KENT

**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
**SHEPWAY DIVISION**
**PARKFIELD SCHOOL**
Parkfield Road, Folkestone CT19 5SY
Assistant Teacher, Scale 1 plus Special Schools Allowance required as soon as Term 1984 at this school for children with severe learning difficulties with currently 75 children on roll, including 19 in the boarding hostel. To be responsible for a group of children aged 12 - 15 years and to undertake extensive duties of 18 hours a week.
Application forms and further details available from the Headmaster at the School. Closing date for applications 16th March 1984. (60076) 160022

### HAVERING

**LONDON BOROUGH OF HAVERING**
**CORBETS TEY SCHOOL**
Harwood Hall Lane, Upminster RM14 2YQ
(Roll 143 Mixed)
Tel: Upminster 25885
Headteacher: A.J. Eades, B.Phil.
Scale 1 (a) Teacher required for April 1984 to teach Domestic Science and Health and Hygiene in this all ability school for slow learning pupils. Ability to contribute to Leavers Programme and work with senior pupils desirable.
Special school experience and/or qualifications preferred.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref. Staffing/DET), Mercury House, Mercury Gardens, Romford RM1 3DH. (57596) 160022

### HILLINGDON

**SCALE ONE TEACHERS**
Sec. vacancy for St Christopher's Community Home, London Borough of Hillingdon under Section 53 Scheme. Reading. (54805) 160022

### KIRKLEES

**METROPOLITAN COUNCIL**
**DIRECTORATE OF EDUCATIONAL SERVICES**
**HARTSHEAD MOOR (ESN(M) SCHOOL**
Halifax Road, Cleckheaton BD19 5LN
(Ref. 423)
Required from Easter 1984 a temporary teacher - SCALE 1 to work with senior groups of pupils, teaching Numeracy skills. The ability to teach boys games would be an advantage. The post is for one term only.
Letters of application giving curriculum vitae and the names and addresses of two referees to the Head Teacher at the school within 14 days of the advertisement in the press. (57613) 160022

### WEST SUSSEX

**THE ANGMERING SCHOOL**
Station Road, Angmering, Littlehampton
Teacher of the DEAF required (see Scale 9 posts). (57842) 160022

### MERTON

**LONDON BOROUGH OF MERTON**
**EDUCATION COMMITTEE**
**RAVENSBURY SCHOOL**
Lower Green West, Mitcham, Surrey CR4 3BE
Headteacher: Mr. K.A.L. Waldook, J.P.
Tel: 01-640 1177
Age Range: 5 - 16 years
No. on roll: 82
London Allowance: £987
Closing Date: 10th March 1984
Teacher required temporarily for Easter 1984 to take a class of 10/11 year old children. Experience of slow learners desirable. Genuine interest in Special School children essential.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (57887) 160022

## Independent Schools

**Deputy Headships**
**Second Masters/ Mistresses**

### ROME

**ST. GEORGE'S ENGLISH SCHOOL**
requires a Deputy Head (Curriculum).
Please see Overseas Section. (65540) 180012

### KENT

**THE SACRED HEART SCHOOL**
Beechwood, Pembury Road, Tunbridge Wells TN2 5QD
Catholic independent Boarding & Day School for Girls (11 - 18)
**DEPUTY HEAD**
Required for September 1984. Burnham Scale 1.
Further details (S.A.E.) from the Headmaster. (54721) 180012

## By Subject Classification

**Arts and Design**

**Heads of Department**

### SHREWSBURY

**SHREWSBURY HIGH SCHOOL**
32 Town Walls, Shrewsbury, Shropshire SY1 1TN
Girls' Public Day School Trust
Required for September, 1984, well qualified Head of Art to teach Advanced Scale 2.
Burnham Scale 2.
Please apply in writing to the Headmistress giving full curriculum vitae and names of two referees. (57604) 181218

### WILTSHIRE

**THE COTSWOLD COMMUNITY**
**(WILTSHIRE SOCIAL SERVICES)**
This therapeutic Community for very emotionally damaged boys consists of a number of small households, each powerful (creative, not automatic) teaching, who can relate and so competently meet individual learning needs of one of these groups is required to be part of a team living and working together in a very involved way.
If you are interested further information can be sought by contacting Peter Millar, Cotswold Community, Ashton Keynes, Nr. Swindon, Wiltshire SN6 6QU. (57944) 160022

## APPOINTMENTS IN SCOTLAND

### GLASGOW

**THE HIGH SCHOOL OF GLASGOW**
The principal teacher of Biology works within the Science Department for which the Head of Department has overall responsibility.
Teacher of PHYSICS with ability to teach some Mathematics required for August 1984.
Teacher of FRENCH, preferably with German required for September 1984.
Willingness to help with games or extra-curricular activities would be an advantage.
Applications by Monday 19th March, with curriculum vitae and the names and addresses of two referees, to the Rector, The High School of Glasgow, 637 Crow Road, Glasgow G13 1PL, from whom further details may be obtained. (57660) 170000

### GRAMPIAN

**REGIONAL COUNCIL**
**DIVISIONAL EDUCATION OFFICER (INCLUDING DEPUTY)**
Ref. 147/84/TES
Applicants should have suitable teaching and/or educational administration experience for this post in the Divisional Education Office, at Stonehaven. Responsible for day to day administration of the Education Service within this Division, and for liaison with other local offices of the Nelson and District Area, at Peterhead. Salary £18,831 - £21,432.
Application forms and further details from Director of Education, Woodhill House, Aberdeen AB9 2LU. Closing date for applications 16th March 1984. (60068) 170000

### LOTHIAN

**REGIONAL COUNCIL**
**TEACHING APPOINTMENTS**
Applications are invited from experienced teachers for the undernoted posts:
**SECONDARY**
**PRINCIPAL TEACHER**
Reference D
**THE JAMES YOUNG HIGH SCHOOL**
**BUSINESS STUDIES**
**RESPONSIBILITY ALLOWANCE £1,785**
**ASSISTANT PRINCIPAL TEACHER**
Reference D
**ST MARY'S ACADEMY**
**OUTDOOR EDUCATION £1,143**
Salaries will be in accordance with the current Scottish Teachers' Salaries Memorandum.
Housing may be available for some posts. Further information may be obtained from the Divisional Education Officer.
Application forms and further particulars may be obtained from the Divisional Education Officer, 93 Lothian Division, 80 High Street, Linlithgow, West Lothian EH49 7EZ.
Closing date for applications 16th March 1984. (57580) 170000

**ORKNEY ISLANDS COUNCIL**
**EDUCATION DEPARTMENT**
**Kirkwall Grammar School (Roll 940)**
## PRINCIPAL TEACHER OF HISTORY
Applications are invited from experienced teachers of History, who are registered with the General Teaching Council for Scotland.
Kirkwall Grammar School is a modern comprehensive school. Candidates are presented for O and H grade of the Scottish Certificate of Education and for the Certificate of Sixth Year Studies. There is a strong interest in local history.
Housing may be available and assistance is given with removal expenses.
The salary is in the scale £6,021–£9,030 (£6,225–£9,459 for an Honours Graduate) with placing according to experience, plus a responsibility payment of £2,457 and an islands allowance of £471.
The successful applicant would be expected to take up post in August 1984.
Application forms and further particulars may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney. They should be returned not later than 23rd March 1984. (62603)

**CENTRAL REGIONAL COUNCIL**
**EDUCATION DEPARTMENT**
**FALKIRK COLLEGE OF TECHNOLOGY**
## LECTURER 'A' IN COMMUNICATION STUDIES
Applications are invited for the above post in the Department of General Education. Applicants should hold an appropriate degree, preferably at Honours level. Full-time teaching experience in a College and suitable experience in public relations or the media would be an advantage. Preference will be given to applicants who hold an approved teaching qualification.
The successful applicant will be required to teach communication and related subjects in a range of Scotbec and Scotec courses up to HND Level.
**Salary scale:** Lecturer 'A' — £8,313–£12,228 (BAR) £13,125.
Placing will be given for appropriate industrial and full-time teaching experience.
Further details and forms of application are available from the Director of Education, Central Regional Council, Viewforth, Stirling FK8 2ET.
**Completed application forms should be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 9AD within 15 days of the appearance of this advertisement.**
**DEPUTE RECTOR**
**McLaren High School, Callender**
**(Tel: Callander 30156).**
Responsibility payment £3,906.
Further details are available from the Rector of the School.
Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.
**Application forms can be obtained from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling to be returned not later than Monday, 26 March, 1984.**

**DUNBLANE, PERTHSHIRE**
Queen Victoria School, Dunblane
a boarding school for 270 boys, 10–18, who are sons of Scottish Service parents
## CHAPLAIN
(An ordained Minister of the Church of Scotland or one who has just completed his probationary period) required from September 1984.
Daily worship is non-denominational and the Chaplain is responsible for the organisation and conduct of Services; he would teach Religious Education and General Subjects and preferably be registered or qualified to be registered with the GTC (Scotland).
The post is resident, and single or married accommodation is available at a fair rent. The post would include some boarding duties for which an allowance is paid. Salary is in accordance with the Scottish Teachers' Salaries Memorandum.
Further details of the post and application forms are available from: The Headmaster, Queen Victoria School, Dunblane, Perthshire FK15 0LY. Tel. 0786 822288. Closing date for applications 29th March, 1984. (61[illegible])

**SECONDARY SCHOOL**
**PROMOTED POST**
## ASSISTANT PRINCIPAL TEACHER OF RELIGIOUS EDUCATION
**HAWICK HIGH SCHOOL**
**Roll: 1,414**
Responsibility Payment £1,482 per annum
Closing date: 16th March, 1984.
Application forms can be obtained from the Personnel Manager, Regional Headquarters, Newtown St Boswells. Completed forms should be returned to the Director of Education at Regional Headquarters. (61[illegible])
**REGIONAL COUNCIL Borders**

**MORAY HOUSE COLLEGE OF EDUCATION**
*Assessment of Thematic Work in the Primary School Project*
## RESEARCH ASSISTANT
Applications are invited for the post of Research Assistant to work as a member of a team on an Action Research project focusing on thematic assessment in primary schools. A background in research, experience of primary schools, and an ability to co-operate with and work alongside teachers in primary schools would be desirable. The post is a half-time appointment tenable for a period of two years from April, 1984. The salary is likely to be, initially £3,818 (under review) being Point 8 (pro rata) of the Teachers' Basic Scale (Secondary).
Further particulars and a form of application are obtainable from the College Secretary, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ, to whom completed applications should be returned by Friday, 16th March 1984.



## INDEPENDENT EDUCATION
continued

### LONDON

**WIMBLEDON HIGH SCHOOL**
G.P.D.S.T.
Required for September 1984, full time assistant share in all aspects of the life of the Department, to teach O and A level. Ability to teach Classical Greek without O and A level. Ceramics taught in the first two years and as a sixth form option. London Weighting. Burnham Scale.
Applications in writing enclosing curriculum vitae and names and addresses of two referees should be sent to The Headmistress, G.P.D.S.T., Wimbledon High School, London SW19 7QB. (54276) 181224

### OXFORDSHIRE

**BLOXHAM SCHOOL**
(H.M.C.: Woodard)
Required for September, part-time teacher of painting/drawing/pottery. Work to O and A levels for suitably qualified candidate. Willingness to take boarding responsibilities an advantage. Good bachelor accommodation.
Further particulars from the Headmaster, Bloxham School, Oxfordshire. Tel: 0295 720205. (57711) 181224

### PETERBOROUGH

**OUNDLE SCHOOL**
Peterborough PE8 4EN
**ARTIST IN RESIDENCE**
**SEPTEMBER 1984**
Applications are invited for the post of Resident Artist at Oundle School. The appointment is made initially for one year with possibility of renewal for a second year by mutual agreement.
Applicants should be painters and or printmakers keen to join the strong tradition of practising artists in the Department. At the end of their time at Oundle the Artist in Residence is expected to mount an exhibition of their work in the School Gallery.
The post involves approximately 10 hours teaching per week and the successful candidate is provided with a studio and facilities. The post is ideal for a young single graduate of keen to continue their own work while gaining some teaching experience.
Applications to: The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN by Monday, March 19th, enclosing full curriculum vitae and the names of two referees. (54428) 181224

## Other Assistants

### BERKSHIRE

**ST. MARY'S CONVENT**
Ascot, Berkshire
G.C.E. — large school for 300 girls, 10 - 18
A qualified full-time teacher of Art is required for September 1984 to teach throughout the school and history of Art at "A" level. Photography would be an advantage.
Salary at the appropriate Burnham Scale will be offered dependent on qualifications and experience.
The post could be resident.
Application with C.V. and names, addresses and telephone number of referees to the Headmistress. (54428) 181224

## Careers
## Other Assistants

### BEDFORDSHIRE

**THE DAME ALICE HARPER SCHOOL**
Cardington Road, Bedford MK42 0BX
960 girls (7 - 18) 190 in Sixth Form
Required in September 1984, an Assistant teacher with CAREERS expertise to be second in the department and a member of a team teaching and interviewing students from 13+ to 18+. The successful candidate will assist in the running of the careers library in the school; approximately half of a SECOND TEACHING SUBJECT. Burnham Scale.
The enlarged and much improved Sixth Form centre will be ready in September and the new careers area includes new careers (interviewing room) office, the Assistant careers teacher. Further details of the work of the Careers Education Department can be obtained on request.
Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (55705) 181424

## Classics
## Heads of Department

### KENT

**ST. LAWRENCE COLLEGE**
Ramsgate, Kent CT11 7AE
(0843 52680)
H.M.C. Co-ed. 110 in Sixth Form
**HEAD OF CLASSICS** required for September 1984 to teach Latin, Classical Civilisation and some Greek to 'O' and 'A' level.
A committed Christian, willing to coach main games and take responsibilities in a boys' Boarding House. Very strong recommendations. Single accommodation available.
Applications with c.v. (54370) 181618

## Other Assistants

### BERKSHIRE

**DOUAI SCHOOL**
(Roman Catholic - Benedictine)
(330 boys, Boarding, 11 - 18 years)
REQUIRED FOR SEPTEMBER 1984, young graduate as Assistant Teacher of Classics (Latin ages 11 up, Greek ages 13 up). Non-resident post. Suitable first appointment. Advanced level work, including Ancient History, available for suitable applicant.
We would welcome a teacher willing to share his own particular interests in such as sport, music or hobbies, and practical life in a Benedictine School.
Burnham Scales and non-resident allowance.
Apply in writing c.v. and names of two referees to the Headmaster, Douai School, Upper Woolhampton, Reading, Berks. RG7 5TH. (54499) 181624

### KENT

**KENT COLLEGE**
Pembury
Independent, Boarding and Day (under Board of Management of Methodist Schools)
370 girls 11 - 18
Required for September 1984, a fully qualified graduate to teach ANCIENT and CLASSICAL STUDIES throughout the School Ordinary and Advanced level. Ability to offer English or another Modern Language an advantage. Salary according to qualifications and experience.
The post may be resident. Family and single accommodation available. Flats for those willing to share residential duties.
Applications, together with full c.v. and names of referees, to TN2 4AX. (54064) 181624

## Other Assistants

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey
**September 1984**
Applications are invited for a part-time teacher of Commerce and Business Studies for a new department to be established from September. There is a possibility of a full-time post. An applicant who would be willing to undertake a residential responsibility in one of the school houses.
Applications with a curriculum vitae should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 3Dt. 01-950 1248. (54377) 181624

### LONDON

**DAVIES'S COLLEGE**
66 Southampton Row, WC1B 4AY
Required for September a well qualified person for the full-time or part-time post of Tutor in Business Studies and/or Economics at this independent Day/Boarding College of Further Education. This is an opportunity to work in a large and flourishing department in a flourishing institution in which the great majority of students are preparing directly for the A-level examinations.
Please write to the Principal, with full curriculum vitae, stating salary required, and enclosing the names, status and addresses of two referees. (57758) 181624

### HEREFORD AND WORCESTER

**MALVERN COLLEGE**
Required for September 1984 a good honours graduate to teach Classics throughout the school. A willingness to share in the full life of a boarding school is essential. Advanced levels work with some Classical Studies at Ordinary level. Burnham Scale with outer London allowance.
Please apply with CV in writing to the Headmaster, giving names of references, day telephone contact, and enclose stamped envelope. (57175) 181624

### MIDDLESEX

**ST. HELEN'S SCHOOL**
Northwood, Middlesex
Independent Day/Boarding school of 450 pupils
Wanted in SEPTEMBER a graduate to share in the teaching of CLASSICAL STUDIES to Ordinary and Advanced levels, with some Classical Studies at Ordinary level. Burnham Scale with outer London allowance.
Please apply with CV in writing to the Headmistress, giving names of references, day telephone contact, and enclose stamped envelope. (57175) 181624

## Commercial Subjects
## Other Assistants

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey
**September 1984**
Applications are invited for a part-time teacher of Commerce and Business Studies for a new department to be established from September. There is a possibility of a full-time post. An applicant who would be willing to undertake a residential responsibility in one of the school houses.
Applications with a curriculum vitae should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 3Dt. 01-950 1248. (54377) 181624

### LONDON

**DAVIES'S COLLEGE**
66 Southampton Row, WC1B 4AY
Required for September a well qualified person for the full-time or part-time post of Tutor in Business Studies and/or Economics at this independent Day/Boarding College of Further Education. This is an opportunity to work in a large and flourishing department in a flourishing institution in which the great majority of students are preparing directly for the A-level examinations.
Please write to the Principal, with full curriculum vitae, stating salary required, and enclosing the names, status and addresses of two referees. (57758) 181624

**THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS**
**STAMFORD HILL, LONDON, N16**
The Headship of this ILEA (VA) non-denominational (SG) 5 FE 11–18 comprehensive school in Hackney becomes vacant in September on the retirement of Miss Pamela Edwards, CBE, BSc. Roll 1984/5 c. 1,000, Burnham Group 11 plus Inner London Allowance. Joint VIth Form with nearby (SB) county comprehensive.
Applications by letter accompanied by full CV (CLOSING DATE 21st MARCH) to The Clerk to The Worshipful Company of Skinners (from whom further particulars obtainable), Skinners' Hall, 8 Dowgate Hill, London EC4R 2SP. (6113)

**RUGBY SCHOOL**
As has already been announced the Headmaster of Rugby School, Mr. Brian Rees, has resigned as from the 30th April 1984.
The Governing Body will shortly be appointing his successor.
**Applications (with the names of three referees) from those wishing to be considered for this position should be sent not later than 31st March, 1984 to:**
**The Clerk to the Governing Body, The Bursary, Rugby School, Rugby, Warwickshire** (6211)

***WETHERBY SCHOOL***
## Appointment of Head
Due to the retirement of Mrs Gerald Russell, applications are invited for the post of Headmistress/Master of Wetherby School.
Wetherby's is a long established Pre-preparatory school for boys from 4 to 9 years of age who are prepared for entry to leading London day schools. Academic standards are high, but great importance is given to the development of personality in a friendly atmosphere. The school is situated in an attractive building overlooking Pembridge Square.
**Further details and application form from:- The Secretary to the Governors, Wetherby School, 11 Pembridge Square, London W2 4ED. Tel: 01-226 9591.**
***Closing date for applications 30th March 1984.***

**ST. MARY'S SCHOOL**
**GERRARDS CROSS, BUCKS**
**G.S.A. G.B.G.S.A.**
## Appointment of HEAD
The Headship of St. Mary's School, a Group 6 day school for girls, will become vacant on the retirement of Miss A. Timberlake.
The Governors invite applications from suitably qualified graduate teachers who must also be practising communicants of the Church of England.
It is hoped that the successful applicant will take up the post on September 1st 1984 or as soon as possible thereafter.
Details and forms may be obtained from the Clerk to the Governors.
Closing date for applications March 21st 1984. (6274)

**THE CENTRAL FOUNDATION SCHOOLS OF LONDON**
**Boys' School, Cowper Street, London EC2A 4AP**
The Governors invite applications for the
## HEADSHIP
of their Boys' School which will become vacant on 1st September, 1984.
The School is a 3-form entry Voluntary Aided Comprehensive School. (Burnham Group 9 plus London Allowance).
**Application forms and further particulars of the School are available from the Clerk to the Governors at the above address to whom completed forms should be returned by 21st March 1984.** (6206)

### LONDON
## THE HELLENIC COLLEGE
**67 Pont Street, London SW1X 0BD**
Required for September a Director of Greek Studies. This is a post of especial importance for this school for the Greek Community of London and for Greeks from overseas. Apart from complete fluency in the Greek language, the successful candidate will be familiar with the current educational trends in Greece as well as able to relate Greek studies to the needs of a curriculum largely based on work for 'O' and 'A' levels in the English language. The Director will be responsible for that part of the school programme throughout the primary and secondary schools, which involves the study of the Greek language, Greek Literature, Greek History and Theology.
**Applications with c.v. and names of two referees to the Headmaster.** (6207)

INDEPENDENT EDUCATION
continued

## Computer Studies

### Other Assistants

**BERKSHIRE**

COMPUTER STUDIES
PANGBOURNE COLLEGE
Berkshire

HMC Boys boarding and day

Required for September 1984 a young graduate to teach Computer Studies and Mathematics to O level (without subject A level teaching is also available. Excellent computer facilities already established.

Ability to coach ball games or rowing or sailing an additional recommendation. Accommodation available.

Applications with full curriculum vitae and names and addresses of two referees to The Headmaster, Pangbourne College, Reading RG8 8LA, from whom further details may be obtained. (54461) 182424

Apply to the Headmaster, giving full c.v. and names of two referees. (57353) 182184

**SURREY**

TEMPORARY CRAFT TEACHER

Required as soon as possible until JULY, 1984

FRENSHAM HEIGHTS SCHOOL
Rowledge Farnham, Surrey

Ability to teach up to O level necessary. Emphasis on woodwork. Burnham Scale 1. Resident or non-resident.

Telephone in first instance Frensham (025 125) 2134. (57460) 182124

## Craft, Design & Technology

### Heads of Department

**KENT**

SEVENOAKS SCHOOL
(900 pupils, including 120 girls in the Sixth Form, going fully co-educational in September)

HEAD OF DESIGN/CRAFT

Dynamic person required with vision ranging from dormitories and experience adequate accommodation available.

Details from the Headmaster, Richard Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone numbers of two referees. (57313) 182124

**NORTH YORKSHIRE**

ASHVILLE COLLEGE
HARROGATE
(H.M.C., Co-ed, 480 pupils)

Qualified graduate required in September to take charge of DESIGN AND TECHNOLOGY teaching to 'O' and 'A' level within the Design department. The facilities comprise a drawing office and workshop, ideally suited to design-based teaching. Burnham salary. Accommodation available to bachelor.

Apply to the Headmaster, giving full c.v. and names of two referees. (57353) 182184

**WORCESTERSHIRE**

ECONOMICS

Required for September 1984 graduate teacher of 'O' and 'A' level Economics. Willingness to help with games and activities essential. Would suit recently qualified graduate.

Apply with C.V. and names of two referees to Headmaster, Abbey Independent College, Malvern Wells, Worcs. WR14 4EF. (60083) 182424

### Other Assistants

**BATH**

MONKTON COMBE SCHOOL

HMC. 340 pupils. 160 in Sixth Form

Required for September 1984 a young teacher of ENGLISH to University Scholarship level. The post suits a young well qualified graduate seeking a first or second appointment in a lively and innovative department. Willing to contribute to Sixth Form General Studies courses and able to offer a subsidiary subject preferably History or Politics. Willingness to coach sport, particularly rowing, and help with the CCF an advantage. A committed Christian keen on boarding school life is sought.

Applications to the Head Master. (54983) 182424

## English

### Heads of Department

**LONDON**

THE HELLENIC COLLEGE
67 Pont Street, London
SW1X 0AD

Required for September a full English Department for this new, expanding school for the Greek Community of London and for Greeks from overseas. Ability required to supervise the teaching of English up to University entrance level as well as experience in the teaching of English to those for whom English is the second language.

Apply to the Headmaster (57759) 182418

**BERKSHIRE**

THE ABBEY SCHOOL
Reading

Independent

ENGLISH GRADUATE required in September 1984 to teach throughout the school up to University entrance standard. Burnham Scale according to qualifications and experience.

Please apply to The Principal, Leslie Ward, Abbey School, Reading, Berkshire RG1 3BE. (57768) 182424

**BERKSHIRE**

DOLPHIN SCHOOL
Requires a graduate to teach French.

Please see main advertisement under Preparatory Schools, other than by subscription, under Assistants. (54262) 182424

**BERKSHIRE**

ST. MARY'S CONVENT
Ascot, Berkshire
(Independent R.C. Boarding School for 300 girls - 11-18. 70 in Sixth Form

Required for September 1984, an enthusiastic English graduate to teach throughout the school to 'A' level in a dynamic department.

Accommodation available if required. Burnham Scale 1.

Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmistress. (57765) 182424

**CUMBRIA**

AUSTIN FRIARS SCHOOL
Carlisle
(R.C. Independent 280 boys Boarding and Day)

Required for September 1984 a graduate to teach English up to Oxbridge level in a dynamic junior forms. A willingness to produce the school play and assist in extra curricular activities would be an advantage. Scale 1 or 2 according to experience. Job description available.

Apply by letter, including a curriculum vitae and the names and addresses of two referees to: The Headmaster, Austin Friars Boys' School, Carlisle CA3 9BA. (57769) 182424

**GLOUCESTERSHIRE**

CHELTENHAM LADIES' COLLEGE

Required for September, 1984, a good honours graduate in English Literature to teach English throughout the school up to Advanced Level. The post will involve no boarding duties, and could be first appointment, although the School is departmentalised by the experience of the successful applicant.

Please apply to The Principal, Lucia Ward, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and names and addresses of two referees. (54641) 182424

**OUR LADY'S CONVENT**
Sidney Road, Abingdon, Oxfordshire OX14 3PR
(Independent R.C. day and boarding school for 300 girls, 11-18)

Required September 1984 a Graduate to teach English to 'A' level standard. Some experience in mixed ability teaching in comprehensive. The post may be full-time or part-time and will depend on the successful candidate's qualifications and experience.

Apply in writing to the Headmistress, giving the vitae and naming referees. (60819) 182424

**PERTHSHIRE**

GLENALMOND

Required for September 1984, a GRADUATE to teach ENGLISH throughout the school to 'O' and 'A' level. Opportunity for a good share of Sixth Form and university scholarship work. S.C.E. Higher Grade also available. Willingness to help with extra-curricular activities would be expected. Games coaching ability an asset.

Resident post with free or single accommodation. Glenalmond salary scale above Burnham or Taylor.

Please apply as soon as possible with C.V. and names and addresses of two or more referees to The Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (54485) 182424

### Other Assistants

**SURREY**

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls.

Required for September 1984, a young graduate to teach ENGLISH to A-level. Ability to help with games and other out-of-school activities an advantage.

For further details, write to the Headmaster's Secretary, The Kings' School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (54934) 182424

**YORKSHIRE**

POCKLINGTON SCHOOL
East Yorkshire
HMC 810 Boarders 450 Day (Girls in Sixth Form)

A young well qualified ENGLISH GRADUATE seeking first or second appointment required for September, 1984 to teach throughout the school to University Scholarship level in a flourishing Department. The school operates its own C.C.E. Continuous Assessment Schemes. Interest in Drama and/or help with games and out-of-school activities a strong recommendation. House Tutorship available for single person.

Further details may be obtained from the Headmaster, Pocklington School, West Green, Pocklington, York, to whom applications should be made by closing curriculum vitae and details of teaching experience and the names and addresses of 3 referees. (57442) 182424

**YORKSHIRE**

SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(HMC: Independent Boys' Boarding and Day School: 500 pupils from 7 - 18)

Required in September 1984 a Graduate to teach Physics throughout the 'O' - 18 age range, including 'O' and 'A' level work. Ability to help with games and Activities would be an advantage.

The post would be suitable for either an experienced or a newly-qualified teacher. Salary Burnham Scale according to qualifications and experience.

Applications, with curriculum vitae and the names of two referees to the Headmaster. (57015) 182424

**YORK**

TOP MOUNT SCHOOL
York YO3 7DD
(Boarding School: 280 Girls, 70 Boys of the Sixth Form)

Required for SEPTEMBER: Teacher of ENGLISH (Graduate to 'O' and 'A' Level. Resident or non-resident. Salary according to Burnham Scale.

Application forms, obtainable from the Headmistress, giving details of qualifications and experience. Closing date March, 1984. (57768) 182424

**WARWICKSHIRE**

THE KINGSLEY SCHOOL
Leamington Spa
Girls' independent day/boarding school - 4 - 18 pupils
Required from June 1st Dependent on Age and qualified GRADUATE to share the teaching of ENGLISH to Advanced Level. There is a possibility that the post may be permanent. Burnham Scale.

Please apply in writing to the Headmistress, giving curriculum vitae and names, addresses and telephone numbers of professional referees. (57746) 182424

**WILTSHIRE**

Required in September: a good honours graduate to teach English at all levels in the school. A residence is conditional on extra-curricular activities mendation. The post could be resident for a married person, and applicants should indicate whether they would accept a residential post.

Further details from The Headmaster, Warminster School, Warminster, Wiltshire, to whom applications with c.v. and the names of two referees should be sent as soon as possible. (57685) 182424

**WILTSHIRE**

GODOLPHIN SCHOOL
Salisbury
Independent Boarding and Day School (for 300 girls aged 11 - 18)

Two posts within the English department will become vacant in September 1984. A well qualified and preferably experienced Honours graduate is required who will have responsibility for 'O' and 'A' level work in a thriving department which has had notable success in Oxbridge entrance examinations. The successful candidate will be expected to participate in General Studies in the Vi.

The second post will involve teaching throughout the junior school to 'O' level. An individual specialist bias is essential and a qualification in RE would be a recommendation. Burnham Scale salary.

Applicants should submit a letter of application and full curriculum vitae together with the names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (57420) 182424

## Economics

### Other Assistants

**LONDON**

[illegible] London, SW1X 0AD

Required for September 1984 a young graduate to teach the Greek Community of London and for Greeks from overseas. Ability required to supervise the teaching of English up to University entrance level as well as experience in the teaching of English to those for whom English is the second language.

Apply to the [illegible] (57759) 182418

**COVENTRY**

COVENTRY SCHOOL
(HMC, co-educational day school, Roll 870)

Due to promotion within the Foundation we will shortly be seeking a teacher of Economics to teach throughout the school. Applications should be accompanied by the names, addresses and telephone numbers of two referees. Further details from the Headmaster, Coventry School, Coventry CV1 2AW. (57787) 182424

**BRISTOL**

BADMINTON SCHOOL
Bristol

GSA Boarding and day. 300 girls 7 - 18

Half time Economics teacher required for September 1984. Opportunity for assisting Computing or games. Especially swimmer desirable. Burnham Scale 1.

Apply to the Headmaster (60866) and 2 referees. 182424

## Other Assistants

**HARROW SCHOOL**

# Head of Computing

We are looking for someone for September 1984 to direct the use of computers at Harrow. At present our thirty computers are in use. Computer Scholarships are offered and Prizes awarded annually. The appointed person would lead the team already teaching; have the opportunity to create his own software and lead pupils in project work within and outside the school. This is an exciting opportunity for the right person to make their name in this important field. Accommodation is available and Harrow has its own salary scale.

**Applications to The Head Master, Harrow on the Hill, Middlesex with full curriculum vitae and names of referees.** (6100)

**ASHVILLE COLLEGE**
**HARROGATE**
**(H.M.C., Co-ed, 480 pupils)**

# INFORMATION AND CONTROL TECHNOLOGY

Required in September a graduate teacher to take charge of Information and Control Technology and to supervise the setting up of a new Technology Unit. The school is equipped with B.B.C. machines. Initially candidates should be capable of teaching Mathematics to 'O' Level. It is essential that applicants should have strong interests in the practical applications of computing. Burnham salary according to qualifications and, experience. Accommodation available for bachelor.

**Apply to the Headmaster, giving full c.v. and names of two referees.** (6208)

**SHROPSHIRE**

ADCOTE SCHOOL, LITTLENESS, NR. SHREWSBURY SY4 2JY
Tel: 0939-260202

*G.S.A. Boarding/Day School for Girls aged 8-18*

Required for September 1984, a well qualified

**COMPUTER STUDIES/ MATHEMATICS Specialist to:**

i) design, organise and set up Computer Science courses throughout the school;
ii) assist with the teaching of Mathematics at 'O' and 'A' level.

Ability and willingness to join in extra curricular activities will be an advantage.

The School has its own salary scale and the post could be residential.

Apply to the Headmistress giving a full curriculum vitae and the names and addresses of two referees. (6150)

**MONKTON COMBE SCHOOL**
**Bath**

requires in September 1984

# Head of Sixth Form General Studies

The post offers an exciting challenge to a well qualified graduate with wide academic interests. Ability to teach ENGLISH or HISTORY to 'A' level is essential. Willingness to coach sport, particularly rowing, and help with the CCF an advantage. A committed Christian keen on boarding school life is sought.

Applications to the Head Master. (6040)



INDEPENDENT EDUCATION
continued

### Other Assistants

**WORCESTER**

THE KING'S SCHOOL
Worcester

Required for September 1984 a well-qualified graduate to teach the English throughout the school. Ability to help with games and other out-of-school activities an advantage.

For further details, write to the Headmaster's Secretary, The Kings' School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (54934) 182424

**YORKSHIRE**

POCKLINGTON SCHOOL
East Yorkshire
HMC 810 Boarders 450 Day (Girls in Sixth Form)

A young well qualified ENGLISH GRADUATE seeking first or second appointment required for September, 1984 to teach throughout the school to University Scholarship level in a flourishing Department. The school operates its own C.C.E. Continuous Assessment Schemes. Interest in Drama and/or help with games and out-of-school activities a strong recommendation. House Tutorship available for single person.

Further details may be obtained from the School. Applications should be made by closing curriculum vitae and details of teaching experience and the names and addresses of 3 referees. (57442) 182424

**YORKSHIRE**

SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(HMC: Independent Boys' Boarding and Day School: 500 pupils from 7 - 18)

Required in September 1984 a Graduate to teach Physics throughout the 'O' - 18 age range, including 'O' and 'A' level work. Ability to help with games and Activities would be an advantage.

The post would be suitable for either an experienced or a newly-qualified teacher. Salary Burnham Scale according to qualifications and experience.

Applications, with curriculum vitae and the names of two referees to the Headmaster. (57015) 182424

**YORK**

TOP MOUNT SCHOOL
York YO3 7DD
(Boarding School: 280 Girls, 70 Boys of the Sixth Form)

Required for SEPTEMBER: Teacher of ENGLISH (Graduate to 'O' and 'A' Level. Resident or non-resident. Salary according to Burnham Scale.

Application forms, obtainable from the Headmistress, giving details of qualifications and experience. Closing date March, 1984. (57768) 182424

**WARWICKSHIRE**

THE KINGSLEY SCHOOL
Leamington Spa
Girls' independent day/boarding school - 4 - 18 pupils
Required from June 1st Dependent on Age and qualified GRADUATE to share the teaching of ENGLISH to Advanced Level. There is a possibility that the post may be permanent. Burnham Scale.

Please apply in writing to the Headmistress, giving curriculum vitae and names, addresses and telephone numbers of professional referees. (57746) 182424

**WILTSHIRE**

Required in September: a good honours graduate to teach English at all levels in the school. A residence is conditional on extra-curricular activities mendation. The post could be resident for a married person, and applicants should indicate whether they would accept a residential post.

Further details from The Headmaster, Warminster School, Warminster, Wiltshire, to whom applications with c.v. and the names of two referees should be sent as soon as possible. (57685) 182424

**WILTSHIRE**

GODOLPHIN SCHOOL
Salisbury
Independent Boarding and Day School (for 300 girls aged 11 - 18)

Two posts within the English department will become vacant in September 1984. A well qualified and preferably experienced Honours graduate is required who will have responsibility for 'O' and 'A' level work in a thriving department which has had notable success in Oxbridge entrance examinations. The successful candidate will be expected to participate in General Studies in the Vi.

The second post will involve teaching throughout the junior school to 'O' level. An individual specialist bias is essential and a qualification in RE would be a recommendation. Burnham Scale salary.

Applicants should submit a letter of application and full curriculum vitae together with the names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (57420) 182424

**HULL**

HYMERS COLLEGE
Hull

H.M.C. (690 boys, 160 in the VI form)

Required for September 1984 HEAD OF GEOGRAPHY DEPARTMENT, Scale 1.

Application (no forms) with names of two referees should be sent by 15th March to the Headmaster, Hymers College, Hull HU3 1LW. (58328) 182618

**WOLVERHAMPTON**

ROYAL WOLVERHAMPTON SCHOOL

Required in September, Head of Mathematics Department. It is possible for Geography right through the School. Resident preferred. Help with pastoral responsibilities, Sport or Games.

Apply with CV to the Headmaster, The Royal Wolverhampton School, Penn Road, Wolverhampton, West Midlands. (57720) 182618

## Geography

### Heads of Department

**SURREY**

KINGSTON GRAMMAR SCHOOL
(HMC 370 Boys and Girls)

Required for September 1984, an outstanding graduate to teach GEOGRAPHY throughout the School to 'O' and 'A' Level. An interest in fieldwork and computing would be welcomed. Salary Burnham Scale 1 or 2, depending on experience, plus Outer London Allowance.

Applications, with curriculum vitae and names and addresses of two referees, as soon as possible to: The Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames KT2 6PY from whom further details may be obtained. (60816) 182424

**WORCESTER**

THE KING'S SCHOOL
Worcester

Required for September 1984 a young, energetic graduate to join a well established Geography Department and teach throughout the School. An interest in computing and statistical techniques would be necessary. Ability to help with games in particular rowing, and other out of school activities an advantage.

Further details from the Headmaster's Secretary, The Kings' School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (54410) 182424

### Other Assistants

**BEDFORDSHIRE**

THE DAME ALICE HARPUR SCHOOL
Carlington Road, Bedford MK41 7BX
(850 girls (7 - 18), 190 in Sixth Form)

Required in September, a teacher of GEOGRAPHY to take a share of the work for girls aged 11 - 16 years to 18 years at Dame Alice Harpur Bus at 0 and A Ability to teach Geology an advantage but not essential. This is a Burnham Scale 3 post.

Applications by letter, with supporting curriculum vitae and names and addresses sent to the Head Mistress as soon as possible. (54657) 182424

**BUCKINGHAMSHIRE**

STOWE SCHOOL
Buckingham

GEOGRAPHY SPECIALIST

Geography specialist, well qualified, required for September 1984, to teach at all levels (13 - 18).

Applications on requests for further information to The Headmaster, Stowe School, Buckingham MK18 5EH. (57178) 182624

**HERTFORDSHIRE**

THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston, Hitchin SG4 7RT
(Boarding School)

Required September 1984 a graduate teacher for Geography to 'A' Level, resident or non-resident.

Apply, naming two referees, and with tel. no. to the Headmistress. (54430) 182624

**LONDON**

BEIS SHAMMAI GRAMMAR SCHOOL
114 Finchley Road, London NW8 7NN

Required Geography teacher for September.

CV required. (57492) 182624

**OXFORDSHIRE**

BLOXHAM SCHOOL
(H.M.C.; Woodard)

Required for September: Graduate to teach Geography up to 'A' level. Suitable for a second appointment. Good bachelor accommodation. Burnham salary scale. Contribution to boarding school life important.

School, Banbury, Oxon OX15 4PE (0295 720200). (57712) 182624

**SURREY**

KINGSTON GRAMMAR SCHOOL
(HMC 370 Boys and Girls)

Required for September 1984, an outstanding graduate to teach GEOGRAPHY throughout the School to 'O' and 'A' Level. An interest in fieldwork and computing would be welcomed. Salary Burnham Scale 1 or 2, depending on experience, plus Outer London Allowance.

Applications, with curriculum vitae and names and addresses of two referees, as soon as possible to: The Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames KT2 6PY from whom further details may be obtained. (60816) 182624

**WORCESTER**

THE KING'S SCHOOL
Worcester

Required for September 1984 a young, energetic graduate to join a well established Geography Department and teach throughout the School. An interest in computing and statistical techniques would be necessary. Ability to help with games in particular rowing, and other out of school activities an advantage.

Further details from the Headmaster's Secretary, The Kings' School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (54410) 182624

## History

### Heads of Department

**BERKSHIRE**

ST. MARY'S CONVENT
Ascot, Berkshire
(Independent R.C. Boarding School for 300 girls - 11-18. 70 in the Sixth Form

Required for September 1984 a well qualified graduate and Head of History, Burnham Scale 3 post.

Applications by letter, with supporting curriculum vitae and names and addresses of two referees, sent to the Head Mistress as soon as possible. (54657) 182624

**BUCKINGHAMSHIRE**

STOWE SCHOOL
Buckingham

GEOGRAPHY SPECIALIST

Geography specialist, well qualified, required for September 1984, to teach at all levels (13 - 18).

Applications on requests for further information to The Headmaster, Stowe School, Buckingham MK18 5EH. (57178) 182624

**HERTFORDSHIRE**

THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston, Hitchin SG4 7RT
(Boarding School)

Required September 1984 a graduate teacher for Geography to 'A' Level, resident or non-resident.

Apply, naming two referees, and with tel. no. to the Headmistress. (54430) 182624

**LONDON**

BEIS SHAMMAI GRAMMAR SCHOOL
114 Finchley Road, London NW8 7NN

Required Geography teacher for September.

CV required. (57492) 182624

**OXFORDSHIRE**

BLOXHAM SCHOOL
(H.M.C.; Woodard)

Required for September: Graduate to teach Geography up to 'A' level. Suitable for a second appointment. Good bachelor accommodation. Bloxham salary scale. Contribution to boarding school life important.

School, Banbury, Oxon OX15 4PE (0295 720200). (57712) 182624

### Other Assistants

**KENT**

KENT COLLEGE
Pembury

Independent Boarding and Day (under Board of Management of Methodist Church)

370 girls 11 - 18

Required for September 1984 a fully qualified teacher of BIOLOGY, also able to teach both Needlework and Cookery throughout the School to level. Ability to coach any other crafts is advantage. It is hoped that the person appointed will be prepared to share fully in extra curricular activities, especially at weekends and time in the week in lieu of weekend duties. Salary Scale. The post may be resident. Family and single accommodation is available.

Applications, together with full c.v. and the names, addresses and telephone numbers of two referees, should be addressed to: The Headmaster, Kent College, Pembury, Tunbridge Wells, Kent TN2 4AZ. (54065) 183034

**OXFORDSHIRE**

KINGHAM HILL SCHOOL
Oxon

SHMIS, GSA

Required for September 1984 a young graduate to teach Geography to 'O' level. Ability to help with games and other activities an advantage. Scale 2 vacancy offered in conjunction with Housemastership - see separate announcement under 'Pastoral'.

Kingham Hill School, situated between Stow on the Wold and Chipping Norton, is a Christian foundation, boys boarding ages 11 - 18, 370 on roll, many of these financed through boarding need, by Kingham Hill or by other charities.

Details from, and applications to, the Warden, Kingham Hill School, Kingham, Oxon OX7 6YG (060 871 3181). (57134) 182624

**SURREY**

ST. CATHERINE'S SCHOOL
Bramley, Guildford
Independent Day and Boarding School for 550 girls aged 3 - 18

Required for September 1984, a HEAD OF HOME ECONOMICS to be responsible for the teaching of the subject throughout the Senior School.

Suitably qualified and experienced teachers are invited to contact the School Secretary for details of this post. (55578) 183018

### Other Assistants

**BEDFORDSHIRE**

ST. JOSEPH'S SCHOOL
Upper Redlands Rd.
Reading, Berkshire
(Girls' Independent Day School, 450 pupils, 80 in Sixth Form)

HEAD OF MATHEMATICS DEPT. required for September 1984.

A well qualified and experienced graduate to teach Mathematics up to O.Level. Must be competent to teach A Level mathematics. Ability and willingness to take an active part in the life of the school. Interest in programming strong recommendation and statistics welcome. Burnham Scale. Generous Superannuation and London Fringe Allowance.

Applications with full details, names and addresses of two referees to be sent as soon as possible from whom further particulars are available. (54357) 183424

**BERKSHIRE**

PANGBOURNE COLLEGE
HMC Boys boarding and day

Required for September 1984 a young graduate to teach Mathematics up to O level. A level is also available in either subject. Excellent computer facilities already established.

Applications with full curriculum vitae and names and addresses and telephone numbers of two referees to The Headmaster, Pangbourne College, Reading RG8 8LA, from whom further details may be obtained. (54461) 183424

**BIRMINGHAM**

ENGLAND COLLEGE OF 31 Calthorpe Road, Birmingham B15 1RX

Required for September 1984.

Mathematics is taught to University entrance standard. The successful candidate will have an excellent record of teaching success, the ability to lead a team and the enthusiasm to encourage his or her pupils to achieve their potential.

Salary: Burnham Scale 3 or 4. Government Superannuation Scheme.

Applications, in letter form, with full curriculum vitae and stamped addressed envelope should be submitted by 15th March, 1984, to the Headmaster at the College. (57918) 183418

**HAMPSHIRE**

LORD WYNCHAM TRELOAR COLLEGE
Head of Mathematics Department
Required from 1st September 1984, in this non-maintained special independent boarding school for boys and girls with a normal range of intelligence aged 8 to 19. Applicants should be well qualified and have the ability to teach to G.C.E. O.L.C.E. O level and provide coaching for 'A' level candidates who attend Alton Tertiary College.

Excellent opportunities for participation in Outdoor Pursuits. Salary Scale 1 (£1,352 - £1,752), £8,142 - £11,352. Additional £747 for extra duties.

Accommodation may be available at a reasonable charge.

Applicants should send full details, by application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants GU34 4EN. (54145) 183418

### Other Assistants

**BEDFORD**

BEDFORD MODERN SCHOOL

H.M.C. INDEPENDENT - 1150 boys

Required for September 1984 a graduate teacher of MATHEMATICS throughout the school.

An ability to help with extra-curricular activities, particularly Sailing or Rugby would be a strong asset but applicants are asked to state their own interests.

Further details may be obtained from, and applications with the names of two referees) should be sent to The Headmaster, Bedford School, Dunmow, Essex. (54088) 183424

**HERTFORDSHIRE**

ST. ALBANS HIGH SCHOOL
(G.P.D.S.T. Independent 11 - 18 in Sixth Form)

Required for September 1984, a graduate to teach Mathematics including Pure and S.M.P. To O.Level. Must be competent to teach A Level and university entrance. Ability to share in the life of the school. Interest in programming strong recommendation and statistics welcome. Burnham Scale. Generous Superannuation and London Fringe Allowance.

Applications with full details, names and addresses of two referees to be sent as soon as possible from whom further particulars are available. (54357) 183424

**BRISTOL**

BADMINTON SCHOOL
Bristol

GSA Boarding and day. 300 girls 7 - 18

Full time Mathematician required for September to teach throughout the school to university entrance. Cambridge Syllabus D.

An interest in computing or swimming an advantage.

Burnham Scale 1.

Apply to the Headmaster with C.V. and 2 referees. (60867) 183424

**BUCKINGHAMSHIRE**

STOWE SCHOOL
Buckingham

Required for September 1984, a mathematician to teach throughout the school.

Applications or requests for further information to The Headmaster, Stowe School, Buckingham MK18 5EH. (57180) 183424

**ESSEX**

FELSTED SCHOOL
Required for September 1984, MATHEMATICS to teach throughout the school. The school has a large mathematics department, providing for 0-30 candidates a year for A-level, and extensive computing facilities. In the extra-curricular activities a keen interest in Rugby would be a help, but applicants are asked to state their own interests.

Salary on the Burnham Scale by negotiation. Help with school fees and free private medical insurance available.

Further details of the post may be obtained from the Headmaster, to whom applications with the names of two referees should be addressed (or sent to Bedford Modern School, Map Lane, Bedford MK41 7NT). Bedford (0234) 364061. 183424

**BERKSHIRE**

PANGBOURNE COLLEGE
HMC Boys boarding and day

Required for September 1984 a young graduate to teach Mathematics up to O level. A level is also available in either subject. Excellent computer facilities already established.

Applications with full curriculum vitae and names and addresses and telephone numbers of two referees to The Headmaster, Pangbourne College, Reading RG8 8LA, from whom further details may be obtained. (54461) 183424

**BERKSHIRE**

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 7DU
(360 girls, aged 11 - 18, 100 in Sixth Form)

Assistant Mathematics teacher required for September 1984 to join strong and successful department, teaching up to 'A' level and university entrance.

Further details on receipt of a s.a.e.

Apply in writing to the Headmistress giving a full c.v. and the names and addresses and telephone numbers of 2 referees. (54091) 183424

**IPSWICH**

ST. JOSEPH'S COLLEGE
Ipswich

Independent RC Boarding. Sixth Form 180.

Required for September 1984: Well qualified graduate to teach Mathematics throughout the school. This post may be suitable for newly qualified teacher. (54081). 183424

**BRIGHTON**

ROEDEAN SCHOOL
Brighton

Required September, 1984, Honours Graduate in FRENCH for full-time teaching post in the Junior House (9/14 - 19) and the Middle School up to O level. Salary: Burnham Scale, depending on qualifications and experience. Accommodation available if required.

Apply with full curriculum vitae and names and addresses of two academic referees to School Secretary, Roedean School, Brighton BN2 5RQ. (50648) 183424

**LONDON (ESSEX)**

CHIGWELL SCHOOL
HMC 500 boys
Graduate required from September, 1984 to teach Mathematics throughout the School, including Sixth Form. Salary above Burnham, plus London Allowance and Chigwell Allowance. Accommodation available. Willingness to help with out of school activities essential.

Further details from the Headmaster, Chigwell School, Chigwell, Essex. (01-500 1589). (60863) 183424

## Home Economics

### Heads of Department

**SURREY**

ST. CATHERINE'S SCHOOL
Bramley, Guildford
Independent Day and Boarding School for 550 girls aged 3 - 18

Required for September 1984, a HEAD OF HOME ECONOMICS to be responsible for the teaching of the subject throughout the Senior School.

Suitably qualified and experienced teachers are invited to contact the School Secretary for details of this post. (55578) 183018

**BUCKINGHAMSHIRE**

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe

September 1984. Head of Mathematics for O and A Level work. Scale 1. Particulars of the appointment from the Headmaster.

Please apply giving the names of 2 referees and/or copies of testimonials by 15th March. Interviews 27th March. (57148) 183418

**BERKSHIRE**

ST. JOSEPH'S SCHOOL
Upper Redlands Rd.
Reading, Berkshire
(Girls' Independent Day School, 450 pupils, 80 in Sixth Form)

HEAD OF MATHEMATICS DEPT. required for September 1984.

A well qualified and experienced graduate to teach Mathematics up to O.Level. Must be competent to teach A Level mathematics. Ability and willingness to take an active part in the life of the school. Interest in programming strong recommendation and statistics welcome. Burnham Scale. Generous Superannuation and London Fringe Allowance.

Applications with full details, names and addresses of two referees to be sent as soon as possible from whom further particulars are available. (54357) 183424

**BRIGHTON**

ROEDEAN SCHOOL
Brighton

Required September, 1984, Honours Graduate in FRENCH for full-time teaching post in the Junior House (9/14 - 19) and the Middle School up to O level. Salary: Burnham Scale, depending on qualifications and experience. Accommodation available if required.

Apply with full curriculum vitae and names and addresses of two academic referees to School Secretary, Roedean School, Brighton BN2 5RQ. (50648) 183424

**LONDON (ESSEX)**

CHIGWELL SCHOOL
HMC 500 boys
Graduate required from September, 1984 to teach Mathematics throughout the School, including Sixth Form. Salary above Burnham, plus London Allowance and Chigwell Allowance. Accommodation available. Willingness to help with out of school activities essential.

Further details from the Headmaster, Chigwell School, Chigwell, Essex. (01-500 1589). (60863) 183424

**GRESHAM'S JUNIOR SCHOOL**
**Holt, Norfolk**

Required for September 1984 a young teacher to take Mathematics up to Common Entrance standard. The successful applicant will be expected to live in and make a positive contribution towards games and boarding school life.

Applications in writing with c.v. and names of two referees to The Headmaster, Gresham's Junior School, Holt, from whom also further details may be obtained (Holt 3240). (6150)

**TONBRIDGE SCHOOL**

# MATHEMATICS

Qualified good honours graduate required September 1984 to teach Mathematics to Oxbridge, A and O Level and throughout the school. Ability to contribute to extra curricular activities an added recommendation.

Salary Burnham plus with possibility of accommodation for married or unmarried candidate.

**Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, Tonbridge School, Tonbridge, Kent TN9 1JP.** (6210)

**ST. LEONARDS SCHOOL, ST. ANDREWS, FIFE.**

# MATHEMATICS

Due to expansion in Computing — a field in which the school now takes a leading part — a vacancy has arisen for a good Honours graduate to join a strong department to share in the teaching of Mathematics throughout the school to A Level and Oxbridge Entrance standard.

Burnham Scale I or II according to experience; government superannuation.

Applications with the names of two referees should be submitted by 23rd March to:-

**The Headmistress, St. Leonards School, St. Andrews, Fife.** (6172)

## INDEPENDENT MATHS
continued

### LEICESTERSHIRE

**LOUGHBOROUGH SCHOOL**
(Independent School)
Participating in the Assisted Places Scheme. 530 girls, 115 in the Sixth Form)
REQUIRED for September 1984 a graduate Mathematics teacher to teach S.M.P. up to 'A' level and beyond in a department of five. Ability to contribute to computer development an advantage. Extra curricular activities are also important. Salary Burnham.
Applications would be welcome from experienced teachers and newly qualified teachers - the salary scale would depend on the experience of the successful candidate. The appointment could be a full time or a part time one.
Please write for further details, or send your application with a curriculum vitae together with the names, addresses and telephone numbers of two referees to the Headmaster, Loughborough High School, Burton Walks, Loughborough, Leics. LE11 3DU as soon as possible. (60946) 183424

### LONDON

**LATYMER UPPER SCHOOL**
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Wanted for September 1984 a Graduate to teach MATHEMATICS to GCE Ordinary Level, Advanced and Scholarship Levels. Salary London Burnham on scale appropriate to experience and qualifications. Bachelor accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to The Headmaster, Latymer Upper School, King Street, London W6 9LR. (57633) 183424

### LONDON

**DAVIES'S COLLEGE**
66 Southampton Row, WC1B 4BY
Required for September a good Honours graduate in Mathematics to teach the subject to 'A' level and Oxford and Cambridge Entrance standard. This may be a full-time or part-time post, starting at the discretion of the Principal for A-level examinations.
Please write to the Principal, Mr J. C. CURTIS, giving full curriculum vitae and the names, addresses and telephone numbers of two referees. (57134) 183424

### LONDON

**Mount Grace School**
(Independent Co-ed, 11-18, 300 pupils)
Required for September 1984 a Mathematics teacher to teach up to 'A' level. Salary according to Burnham Scale. Accommodation might be available for a married man.
Apply to the Headmistress, Mount Grace School, Potters Bar, Herts. EN6 1QG. (57446) 183424

### LONDON

**THE GODOLPHIN AND LATYMER SCHOOL**
Iffley Road, Hammersmith, London W6 0PG
Required for September 1984 a graduate to teach Mathematics to GCE 'O' and 'A' levels. This is a full-time post (approximately 0.8 of a full teaching load) in a large and forward-looking Department. An outstanding applicant may be offered, in addition to her A-level work, teaching for the International Baccalaureate. There will be opportunities to play an active part in the extra-curricular life of the Senior School. Salary Burnham plus accommodation available.
Willingness to participate in, and help organize games and extra-curricular activities is a strong added recommendation.
Apply in writing to the Headmaster, with curriculum vitae, full names, addresses and telephone numbers of referees. Please mark envelope 'French'. Truro School, Trennick Lane, Truro TR1 1TH. Cornwall. (57618) 183624

### MIDDLESEX

**HARROW SCHOOL COMPUTER STUDIES**
Opportunity for September 1984 for teachers with ideas and enthusiasm to join the team working on the use of computers at Harrow. This is an exciting opportunity for the right person to lead pupils in a variety of project work both within and outside the school. Over thirty computers in use at present; computer prizes and certificates awarded annually. Accommodation available; own salary scale.
Applications to the Head Master, Harrow on the Hill, Middlesex with full curriculum vitae and the names of two referees to The Headmaster, Latymer Upper School, King Street, London W6 9LR. (57633) 183424

### MUSSELBURGH

**LORETTO SCHOOL**
**PART TIME TEACHER OF MATHEMATICS**
This independent boys boarding school requires for September 1984 a Teacher of Mathematics to teach a half timetable from ages 13 to 16 with some Higher Teaching available in the Sixth Form.
For further details write or telephone The Headmaster, Loretto School, Musselburgh near Edinburgh.

### NORTH YORKSHIRE

**SCARBOROUGH COLLEGE**
Co-ed Boarding School for 240 boys and girls aged 11-18
Required for September 1984 a Mathematics teacher to teach up to 'A' level. Experience with a keen interest in games. Salary above Burnham. Will, if required, help with games, societies etc. Plus to reside in a boys' House. Excellent accommodation. Strong recommendations.
Further details can be obtained from the Headmaster, enclosing a stamped addressed envelope, and names and addresses of two referees, to be received by 14th March 1984. (57433) 183424

### WARWICKSHIRE

**THE KINGSLEY SCHOOL**
Leamington Spa
Independent day/boarding school 11-18 years. 414 pupils
REQUIRED FOR SEPTEMBER 1984 a well qualified graduate MATHEMATICS GRADUATE to teach up to 'A' level including O. 'A' 16 plus and A-level. Applicants must be able to teach the Statistics section of the Pure Mathematics syllabus. Experience is required and the ability to contribute to computer studies will be an advantage. Salary Burnham Scale 1 advantage.
Please apply in writing to the Headmistress giving curriculum vitae and names, addresses and telephone numbers of two referees. (57487) 183424

### LONDON

**TRINITY COLLEGE LONDON**
Trinity College School, Croydon
Required for September 1984 a Mathematics teacher to teach up to 'A' level. Salary according to Burnham Scale. Accommodation might be available for a married man.
Apply to the Headmaster, Trinity College School, Croydon CR9 5AT. (57446) 183424

### WEST SUSSEX

**ARDINGLY COLLEGE**
HMC 13 - 18, 380 boys (soon to become co-educational (numbers expanding) day and boarding. Free school on campus.
Wanted for next September a young graduate mathematician to teach throughout the school to scholarship level.
Ability to assist with games and activities important. Opportunities to play on pastoral side with Girls and Boys boarders make this an ideal post for women or bachelors.
Please apply at once to the Headmaster with c.v. and the names, addresses and telephone numbers of two referees: Ardingly College, Haywards Heath, West Sussex RH17 6SQ. 0444 892577. (57329) 183424

### WINCHESTER

**ST. SWITHUN'S SCHOOL**
Winchester
(An independent school of 400 girls aged 11 - 18 yrs.)
Required in SEPTEMBER 1984 a full-time assistant (good Hons. graduate) to teach MATHEMATICS throughout the school, up to and including Advanced and Scholarship levels, and University Entrance. There are 100 plus girls in the Sixth Form, of whom over 40 are taking Advanced Level Mathematics. Salary on Burnham Scale.
Applications to the Headmistress with names of three referees. (57633) 183424

### WOLVERHAMPTON

**ROYAL WOLVERHAMPTON SCHOOL**
Required in September, Resident Assistant for Mathematics, and to be responsible for Computer Studies to O level, and induction course in Computers throughout the School. This is a Scale 3 post. Apply with CV to the Headmaster, The Royal Wolverhampton School, Penn Road, Wolverhampton, West Midlands. (57719) 183424

## Modern Languages

**TEACH ON EXCHANGE** or go overseas, abroad - See courses and appointments columns. (53240) 183618

### WOLVERHAMPTON

**WOLVERHAMPTON GRAMMAR SCHOOL**
Compton Road, Wolverhampton.
Independent, HMC, 600 day boys & girls joining sixth form September 1984
**SECOND IN MODERN LANGUAGES (SPANISH)**
Required with particular responsibility for German (Scale 3) required for September 1984 to contribute to teaching French as well as German throughout the School to A Level, and working generally with the new Head of department.
Letters of application with c.v. and names of two referees, to the Headmaster, when further particulars can be obtained. Wolverhampton Grammar School. (57438) 183424

## Other Assistants

**AVON COUNTY**
Required September 1984/January 1985 experienced teacher qualified to teach to German Entrance and Public School Scholarship standard in co-educational preparatory school. Applicants should be willing to take full part in boarding houses' life, ability to assist with games, especially soccer and cricket.
Salary based on Burnham. Applications in writing to Headmaster, Stokeleigh Preparatory School, Tockington, Bristol BS12 4QE with c.v. and names, addresses and telephone numbers of two referees. (58187) 183424

### BERKSHIRE

**THE ABBEY SCHOOL**
Reading
Independent
FRENCH GRADUATE required to teach throughout the school up to University entrance standard. Burnham Scale according to qualifications and experience.
Please apply to the Headmistress with full curriculum vitae. (57433) 183424

### BERKSHIRE

**DOLPHIN SCHOOL**
requires a graduate English teacher.
Please see main advertisement under other teaching appointments. (57433) 183424

### CORNWALL

**TRURO SCHOOL**
Cornwall TR1 1TH
(H.M.C. Independent Day and Boarding 850 Boys, 250 in VI(6) form, including 55 girls)
Required for September, 1984, a graduate to teach French throughout the School including University Scholarship work. Ability to offer a second language preferably Spanish, would be an advantage.
This is a post offering considerable scope to a well-qualified candidate with teaching experience. Alternatively, well-qualified candidates making a first appointment will be seriously considered.
Willingness to participate in, and help organize games and extra-curricular activities is a strong added recommendation.
Apply in writing to the Headmaster, with curriculum vitae, full names, addresses and telephone numbers of two referees. (57327) 183624

### LIVERPOOL

**MERCHANT TAYLORS' SCHOOL FOR GIRLS**
Crosby, Liverpool L23 5SP
(Independent Girls' Grammar School - member of G.P.A. - 500 in Sixth School: 120 in Sixth)
Required FOR SEPTEMBER 1984 earlier if possible, good Honours graduate to teach Mathematics throughout the school up to and including university entrance. Post suitable for a beginner but training essential and ability to teach a second language an asset. (64605) 183624

### LONDON SE23

**JAMES ALLEN'S GIRLS SCHOOL**
East Dulwich Grove, SE23
Required to teach a versatile - a well-qualified graduate to teach French throughout the school to University Scholarship Levels. Training and experience are desirable.
Salary: According to experience, JAGS scale (Burnham plus) with Inner London Allowance.
Apply with full curriculum vitae and the names and addresses and telephone numbers of two referees to the Head Mistress. (54674) 183624

Closing date: 14th March, 1984. (57303) 183624

### LONDON

**MILL HILL SCHOOL**
London NW7
Tel: 01-959 1176
REQUIRED FOR SEPTEMBER 1984 a well qualified graduate to teach French to O and A level. The successful applicant will have a substantial element of Sixth Form work and must be willing to play an active role in an extra-curricular activity. Help with extra-curricular activities will also be welcomed.
Available. Accommodation available.
Applications, giving details of qualifications and experience, together with the names and addresses of two referees should be addressed to the Headmaster. Further particulars may be obtained. (57165) 183624

### EAST SUSSEX

**ANCASTER HOUSE SCHOOL**
Ashland Road, Saxmundham (Boarding and Day Girls 5 - 18)
Required for September a qualified graduate TEACHER OF GERMAN to teach up to 'A' level. This is a part-time post (approx. 2/3 timetable) but might be combined with another post. Salary according to Burnham Scale 1 plus NHS.
Applications including c.v. and names of two referees should be sent to the Headmistress. (54368) 183624

### EAST SUSSEX

**ST. SEDD'S SCHOOL**
The Dicker, Hailsham, East Sussex
An expanding co-educational school - entry September 1984
Required immediately/January 1985 a graduate French teacher (including substantial and growing Sixth Form).
We require for SEPTEMBER 1984 A TEACHER OF GERMAN either French and/or MATHS. The successful candidate will be required to teach throughout the School to 'O' and 'A' level and to take a leading role in the development of languages teaching in the School. She/He will be able to add significantly to a very wide programme of extra curricular activities and particular interest would be taken in those who have the ability to take a major role in games, drama, boys or girls' guidance. Position of responsibility within one of the boarding houses would be available and thus the post might be residential but this is by no means essential consideration.
Applications, with full c.v. and names, addresses and telephones of referees to Mrs A. J. Parker. (57165) 183624

### GLOUCESTER

**THE KING'S SCHOOL**
Gloucester (HMC)
Co-ed Day 11 - 18 Boarding
Required in September 1984 a Graduate to teach French and German at all levels, and some German at A level. Games and other activities available.
Applications with full curriculum vitae and the names of two referees should be addressed to the Headmaster.

### KENT

**SEVENOAKS SCHOOL**
(900 pupils, including 120 girls in the Sixth Form, going fully co-educational in September)
Required for September 1984 a well-qualified Modern Language graduate to teach FRENCH and German throughout the School including University Scholarship work. Ability to offer a second language preferably Spanish, would be an advantage.
This is a post offering considerable scope to a well-qualified candidate with teaching experience. Alternatively, well-qualified candidates making a first appointment will be seriously considered.
Willingness to participate in, and help organize games and extra-curricular activities is a strong added recommendation.
Apply in writing to the Headmaster, with curriculum vitae, full names, addresses and telephone numbers of two referees. (57327) 183624

### MARLBOROUGH

**MARLBOROUGH COLLEGE**
(750 boys aged 13 - 18: 100 Sixth aged 16 - 18)
Required for one year from September 1984 a graduate to teach FRENCH throughout the school, up to university entrance level. Single or married accommodation available. Salary above Burnham.
Applications with curriculum vitae and the name, address and telephone number of two referees, to The Master, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 54401) (57961) 183624

### NORTH YORKSHIRE

**ASHVILLE COLLEGE**
Harrogate
(H.M.C., Co-ed, 480 pupils)
Required in September a Good Honours Graduate to teach FRENCH to all levels, preferably with GERMAN. Scale Two Burnham for experienced teacher. Willingness to coach games an advantage. Resident accommodation available for bachelor.
Apply to Headmaster with full c.v. and names of two referees. (57338) 183624

### NOTTINGHAM

**NOTTINGHAM HIGH SCHOOL**
Independent Day School - 550 boys
Graduate required for September to teach French to Pre-Sixth (to level of the Pre-Sixth) this is a full-time post (approx. 0.8 teaching load) but might be combined with another post. Ability to offer a second subject desirable and willingness to help with Games and/or other activities essential. The post might well suit a new entrant. Salary Scale 1 plus Burnham Scale 1 plus NHS allowance.
Applications together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to: The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED. Tel: 0602 785055.
Closing date: Wednesday, March 14th. (57930) 183624

### SURREY

**SURBITON HIGH SCHOOL**
(Church Schools Co. Ltd.)
Surbiton Crescent, Kingston upon Thames, Surrey
**MODERN LANGUAGES SCALE 1**
Required for September 1984 a well qualified GRADUATE to teach FRENCH throughout the school to 'O', 'A' and 'S' levels.
Apply to Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (57433) 183624

### WARWICKSHIRE

**WROXALL ABBEY SCHOOL**
Warwick CV35 7NS
100 girls day and boarding
Graduate French teacher required for September 1984 to teach the subject throughout the school to 'A' level. Ability to teach German or Italian would be an advantage. Applicants should be willing to participate fully in the life of the boarding school, and preferably to be resident.
Please apply by letter to the Headmistress enclosing curriculum vitae and the names of two referees. (60987) 183624

### WILTSHIRE

Required in September an honours graduate to teach Spanish. This is an exciting new post to start the language in the school and to take pupils to A level in due course. In the meantime the amount of Spanish teaching will be limited, so applicants should be prepared to teach French.
A readiness to contribute to extra-curricular activities will be a strong recommendation. The post is open to the widest field, single person and applicants should indicate whether they would accept a residential post.
Further details from The Headmaster, Wycliffe College, Stonehouse, Gloucestershire GL10 2JH. Tel: 045 3822 2020. Closing date: 9 March 1984.

### LONDON

**ST PAUL'S SCHOOL**
Lonsdale Road, Barnes, London SW13 9JT
01-748 9162
There will be a vacancy in September 1984 for a graduate French specialist to teach throughout the school up to and including University entrance level. A subsidiary French, requiring no Sixth Form work, is also offering considerable scope to a candidate with teaching experience who, alternatively, well-qualified graduates direct from university will be seriously considered. Further information may be obtained from the Head of Modern Languages.
St Paul's salary scale, if necessary, help with accommodation is available.
For children of staff listed members of staff, free education is available at St Paul's School, Colet Court, or St Paul's Girls' School.
Applications, giving full details of qualifications and the names of referees, should be sent as soon as possible to the High Master. (57487) 183624

### LONDON

**THE GODOLPHIN AND LATYMER SCHOOL**
Iffley Road, Hammersmith, London W6 0PG
Required for September 1984 a graduate French teacher to teach French to University Scholarship level. The Department has two Honours graduates and one Oxford Honours graduate (in French) teaching full time. Ability to take games and other activities essential. The post might well suit a new graduate. Salary according to Burnham Scale 1 plus NHS allowance.
Applications together with curriculum vitae and the names of two referees should be addressed to the Headmaster.

## Other Assistants

### BRADFORD

**BRADFORD GRAMMAR SCHOOL**
Keighley Road, Bradford BD9 4JP
Assistant Director of Music required for September 1984 to teach their music throughout their Senior schools up to A-level, and also sub instrumental teaching and extra-curricular choir, orchestral work. A keyboard specialist is preferred, and the ability to teach a second instrument (orchestral) would be an advantage. Applicants must be graduates, but consideration will be given to candidates applying for their first post. Salary (above Burnham) will be according to qualifications and experience.
Please address letters of application with full curriculum vitae and the names of two referees to The Headmaster.
CLOSING DATE: 9TH MARCH 1984. (54245) 183624

### ESSEX

**ISTED SCHOOL**
An Assistant Music Director required from September 1984 as a member of the Music Department, to be Deputy Director of Music to the preparatory School (a full teaching music in keeping with the ability and experience). The successful must be a good choir trainer, a good piano player, and able to run the orchestra. The Senior and Junior School choirs are very high standard and for several years had taken over 50 hours a week, at major festivals. For a suitably qualified applicant this is an ideal post for some teaching in the Senior School.
Further details may be obtained from the Headmaster (with the names of two referees) and letters of application should be sent to the Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (57133) 183624

### LONDON NW8

**SOUTH HAMPSTEAD HIGH SCHOOL**
Maresfield Gardens
Required for September 1984 a qualified teacher to teach on a part-time basis in the Junior School, to share a job of class teaching up to the approximately end of the Junior School, and Upper Sixth Form, and the ability to teach the Second 3 choir and Handbell ensemble. Applicants should apply by letter to the Headmistress enclosing a curriculum vitae and the names and addresses of two referees. (57813) 183624

### NORTH YORKSHIRE

**HARROGATE COLLEGE**
Public Independent School for Girls
(445, mainly boarding)
MUSICIAN full-time
(Burnham Scale 1) offering piano and (preferably) oboe - and some class work for September 1984.
Further details from the Secretary to the Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG (0423 504433). Harrogate (0423 504433). (54872) 183624

### NOTTINGHAMSHIRE

**TRENT COLLEGE**
Long Eaton, Nottingham
(Independent Co-ed Day School, including 50 girls)
Required for September 1984 a graduate and versatile Musician to join a team of 3 full-time and 12 part-time Musicians who run and supervise several Orchestras, Bands and Ensemble groups. The post will involve class teaching and a range of woodwind instruction. Also direction of Bands and Ensembles at both Senior and Junior levels. Experience of brass is a resident Music Tutorship available in this predominantly boarding school. Burnham plus.
Applications to the Headmaster, with names of two referees please. (54572) 183624

### OXFORD

**HEADINGTON SCHOOL**
Oxford
Music graduate required to begin in September 1984 as an assistant within a large music department to share general class teaching, and to A and University entrance standard string groups, duples, operatic productions, joint work with other schools, in to join a team able for suitably qualified and experienced candidate, who could eventually become Head of Department.
Applications with full C.V. and the names, addresses and telephone numbers of two referees should be made to the Head Mistress, Miss A.E. Tucker, Headington School, Oxford OX3 7AD. (60911) 183624



## INDEPENDENT EDUCATION
continued

## Music

## Heads of Department

### KENT

**HEDGEBURY SCHOOL**
(G.P.A., 330 girls, mainly boarders)
Required for September 1984 a fully-qualified and experienced DIRECTOR OF MUSIC. Salary at least Burnham 3. Residential post available if required.
Music plays a major part in the life of the school. There are three choirs and an orchestra. There is an Assistant Director who supervises music at Junior School (ages 8 to 13) and there is a large peripatetic staff.
Letters of application together with full curriculum vitae and names and addresses of at least two referees should be sent immediately to the Headmaster, Hedgebury School, Bedgebury Park, Goudhurst, Cranbrook, Kent TN17 2SH from whom further details are available. (54410) 183518

## Other Assistants

### LONDON

**QUEEN'S COLLEGE**
43-47 Harley Street, W1
(400 girls, 140 in the Sixth Form)
Required for September, 1984, an earlier, well-qualified and experienced graduate to teach O and A Level groups. This is a part-time post (approximately 0.5 a week).
Applications with a full curriculum vitae and the names and addresses of two referees to the Principal. (57344) 183624

### NORTH YORKSHIRE

**HARROGATE COLLEGE**
Public Independent School for Girls
(445, mainly boarding)
MUSICIAN full-time
(Burnham Scale 1) offering piano and (preferably) oboe - and some class work for September 1984.
Further details from the Secretary to the Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG (0423 504433). Harrogate (0423 504433). (54872) 183624

### NOTTINGHAMSHIRE

**TRENT COLLEGE**
Long Eaton, Nottingham
(Independent Co-ed Day School, including 50 girls)
Required for September 1984 a graduate and versatile Musician to join a team of 3 full-time and 12 part-time Musicians who run and supervise several Orchestras, Bands and Ensemble groups. The post will involve class teaching and a range of woodwind instruction. Also direction of Bands and Ensembles at both Senior and Junior levels. Experience of brass is a resident Music Tutorship available in this predominantly boarding school. Burnham plus.
Applications to the Headmaster, with names of two referees please. (54572) 183624

### OXFORD

**HEADINGTON SCHOOL**
Oxford
Music graduate required to begin in September 1984 as an assistant within a large music department to share general class teaching, and to A and University entrance standard string groups, duples, operatic productions, joint work with other schools. In to join a team able for suitably qualified and experienced candidate, who could eventually become Head of Department.
Applications with full C.V. and the names, addresses and telephone numbers of two referees should be made to the Head Mistress, Miss A.E. Tucker, Headington School, Oxford OX3 7AD. (60911) 183624

### SURREY

**KINGSTON GRAMMAR SCHOOL**
(HMC 570 Boys and Girls)
Required for September 1984 a well-qualified GRADUATE for a part-time post (at present half-time, but successful candidate will be required to teach class Music to Third Form).
Ability to teach class Music to Lower School, and some 'O' Level Music. Ability to play and sing, and must be a keyboard accompanist and accompanist and will also be responsible for running Other Instrumental experience will be necessary.
Applications, giving full curriculum vitae, with current addresses of two referees, and names and addresses of two referees, to the Headmaster, Kingston Grammar School, Kingston Hill, Surrey KT2 7LB, from whom further details may be obtained. (57821) 183624

### WARWICK

**THE KING'S HIGH SCHOOL FOR GIRLS**
Warwick CV34 4HJ
(Independent Day School, 530 girls, 130 in Sixth Form)
Required for September, 1984, a graduate with GCE, GCE, full and share or equivalent Music teacher to share throughout the school. Ability to lead work, junior choirs, classes, ensembles, individual etc. and other piano or keyboard lessons. Preference given to a keyboard specialist.
Applications (no forms) with curriculum vitae and names and addresses of referees to the Headmistress. (57626) 183624

### WEST SUSSEX

Required in September for the Junior School, Ardingly College a Violin/Viola teacher to be a member of the Common Room and be responsible under the Director of Music for instrumental Music. In addition the successful candidate will be required to run the Orchestra, Chamber Music and Musical Productions. We require a particular emphasis on the teaching of string playing.
Further details from: The Bursar, Ardingly College, Haywards Heath, West Sussex RH17 6SQ. 0444 892279. (54623) 183624

## Pastoral

## Other Assistants

### BRISTOL

**THE RED MAIDS' SCHOOL**
Westbury-on-Trym BS9 3AW
(Independent Day and Boarding School for 455 girls)
Required for September 1984 Resident Housemistress to be responsible for Sixth Form Boarders, Scale 2. Salary allowances. The person appointed will be expected to offer a teaching subject or an interest in carrying work and should be either a qualified teacher or careers officer.
Further particulars are available from the Headmistress, to whom applications should be sent as soon as possible enclosing a curriculum vitae and the names of two referees. (57788) 184024

### EAST SUSSEX

We wish to appoint from September 1984 a resident master or staff to assist with house duties.
The post offers an opportunity for teachers to develop their skills working with small classes (on average 15) pets in order to actively participate in the co-educational boarding school.
We would like to hear from suitable applicants at graduates, including those recently qualified, providing a working pastoral role in a stimulating and challenging environment. Opportunities for the right candidate to take on responsibility for running Other Extra-curricular activities will be welcomed.
Applications, giving full curriculum vitae, with current addresses of two referees, and names and addresses and ages of two referees, to the Headmaster, Grammar School, Kingston Road, Lewes, Sussex BN7 1PZ, from whom further details may be obtained. (57821) 183624

### LONDON

**QUEEN'S COLLEGE**
43-47 Harley Street, W1
(400 girls, 140 in the Sixth Form)
Required for September, 1984, an earlier, well-qualified and experienced graduate to teach O and A Level groups. This is a part-time post (approximately 0.5 a week).
Applications with a full curriculum vitae and the names and addresses of two referees to the Principal. (57344) 183624

### NORTH YORKSHIRE

**HARROGATE COLLEGE**
Public Independent School for Girls
(445, mainly boarding)
MUSICIAN full-time
(Burnham Scale 1) offering piano and (preferably) oboe - and some class work for September 1984.
Further details from the Secretary to the Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG (0423 504433). Harrogate (0423 504433). (54872) 183624

### NOTTINGHAMSHIRE

**TRENT COLLEGE**
Long Eaton, Nottingham
(Independent Co-ed Day School, including 50 girls)
Required for September 1984 a graduate and versatile Musician to join a team of 3 full-time and 12 part-time Musicians who run and supervise several Orchestras, Bands and Ensemble groups. The post will involve class teaching and a range of woodwind instruction. Also direction of Bands and Ensembles at both Senior and Junior levels. Experience of brass is a resident Music Tutorship available in this predominantly boarding school. Burnham plus.
Applications to the Headmaster, with names of two referees please. (54572) 183624

### OXFORD

**HEADINGTON SCHOOL**
Oxford
Music graduate required to begin in September 1984 as an assistant within a large music department to share general class teaching, and to A and University entrance standard string groups, duples, operatic productions, joint work with other schools. In to join a team able for suitably qualified and experienced candidate, who could eventually become Head of Department.
Applications with full C.V. and the names, addresses and telephone numbers of two referees should be made to the Head Mistress, Miss A.E. Tucker, Headington School, Oxford OX3 7AD. (60911) 183624

### KENT

**RESIDENT HOUSEMISTRESS**
school wanted to develop for pastoral in September 1984. Vacancy for teachers to develop small classes (on average 15) pets in order to actively participate in co-educational boarding school.
Applicants by post only, suitable applicants at graduates, including those recently qualified, providing a working pastoral role in a stimulating and challenging environment. Opportunities for the right candidate to take on responsibility for running Other Extra-curricular activities will be welcomed.
Applications, giving full curriculum vitae, with current addresses of two referees, and names and ages of two referees, to the Headmaster, Grammar School, Kingston Road, Lewes, Sussex BN7 1PZ, from whom further details may be obtained. (57821) 183624

### OXFORDSHIRE

**KINGHAM HILL SCHOOL**
Oxon
SHMIS, GBA
Applications are invited from a married man and wife team for full time employment as Housemaster and Housemaster's wife of a boarding house of approximately 35 boys and girls, incorporating the bedsitting part of an independent boarding house. The resident Housemaster's post is offered in conjunction with a teaching post. Salary is separate, see Burnham Salary (Rising).
Kingham Hill School, situated between Stow-on-the-Wold and Chipping Norton, is an Co-educational school, boys boarding on roll, many of those sponsored, or partly sponsored, by Kingham Hill Trust or by other charities.
Details from and applications to The Warden, Kingham Hill School, King Street, Oxon OX7 6TH. 1080 871 3181. (57195) 184024

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey
September 1984
Applications are invited for a part-time Economics and Business Studies teacher for September 1984. The post will be established from September 1984. A possibility of a full-time post in the Department who would be willing to take a resident tutorship in one of the school houses.
Applications with a curriculum vitae should be addressed to The Headmistress. St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54374) 184024

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey
September 1984
Applications are invited for a part-time teacher of Economics and Business Studies for the new academic year. This post will be established from September 1984. A possibility of a full-time post in the Department who would be willing to take a resident tutorship in one of the school houses.
Applications with a curriculum vitae should be addressed to The Headmistress. St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54374) 184024

### HERTFORDSHIRE

**ST. CHRISTOPHER SCHOOL**
Letchworth, Herts. SG6 3JZ
Tel: 04626 79301
One of the country's older co-educational schools that provides an informal, powerful and fast developing community for 450 children aged 4½ - 18.
**RESIDENT HOUSEPARENTS**
(joint appointment with effect from September 1984).
A happily married couple is needed for the considerable but rewarding task of running a boarding house for 35 boys and girls aged 13 - 16. This will share between them a teaching timetable (Maths, English or French the preferred subjects but are considered) together with responsibility for pastoral welfare and domestic arrangements. Burnham salary with substantial supplement together with free family accommodation and other benefits including greatly reduced fees for staff children.
Further details from Colin Reid (Head) to whom application should be made as soon as possible enclosing full C.V. and names of two referees. (54400) 184024

### KENT

**RESIDENT HOUSEMISTRESS**
school wanted to develop for pastoral in September 1984. Vacancy for teachers to develop small classes (on average 15) pets in order to actively participate in co-educational boarding school.
Applicants by post only, suitable applicants at graduates, including those recently qualified, providing a working pastoral role in a stimulating and challenging environment. Opportunities for the right candidate to take on responsibility for running Other Extra-curricular activities will be welcomed.
Applications, giving full curriculum vitae, with current addresses of two referees, and names and ages of two referees, to the Headmaster, Grammar School, Kingston Road, Lewes, Sussex BN7 1PZ, from whom further details may be obtained. (57821) 184024

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey
September 1984
Applications are invited for a part-time teacher of Religious Studies who would be able to teach up to 'A' level. This is a possibility of a part time post for a suitable candidate who would be willing to undertake the responsibility of a tutorship in one of the school houses.
Applications with a curriculum vitae, should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54374) 184024

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey
September 1984
Applications are invited for a part-time teacher of Economics and Business Studies for the new academic year. This post will be established from September 1984. A possibility of a full-time post in the Department who would be willing to take a resident tutorship in one of the school houses.
Applications with a curriculum vitae should be addressed to The Headmistress. St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54374) 184024

### WILTSHIRE

**GODOLPHIN SCHOOL**
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Required for September 1984 a Housemistress to take full responsibility for a Boarding House of 50 girls, 11 - 18. A understanding of adolescents and of young people and a willingness to play a full contribution to school life are essential. Experience in residential experience highly desirable, one nursing or catering. Some teaching could be arranged if excellent candidate. Married accommodation and full board in term time. Salary according to qualifications and experience.
Applications to the Headmistress, with names and addresses of two referees. (57403) 184024

### WILTSHIRE

**GODOLPHIN SCHOOL**
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Resident Assistant Housemistress required in April 1984 to help Housemistress with the organization of a boarding house of 50 girls aged 11 - 18 and to share in the pastoral responsibilities. Must be capable of assuming full responsibility during Housemistress's time off. No teaching post but might suit a young teacher seeking experience of school work. Excellent single accommodation and board during term time. Salary according to age and experience.
Applications to the Headmistress with names and addresses of two referees. (57403) 184024

### WORCESTERSHIRE

**MALVERN GIRLS' COLLEGE**
Independent boarding school for 530 girls
Vacancy in September 1984 for a RESIDENT HOUSEMISTRESS in a boarding house of girls aged 13 - 18. There is also a flat with accommodation for the family of a married housemaster. Applicants

## INDEP PASTORAL
continued

### LINCOLNSHIRE

**CAISTOR GRAMMAR SCHOOL**
Caistor, Lincoln LN7 6QJ
Mixed Selective 11 - 18 VC
370 on roll: 95 boarders
Required for September 1984. Resident Housemistress to be responsible for pastoral care in sixth form boarding house for 18 girls. Some teaching available if subjects fit.

Applications by letter with full details and names of two referees to Headmaster from whom further details may be obtained. (Tel: 0472 851250). (60929) 184024

## Physical Education

## Heads of Department

### CHESHIRE

**THE QUEEN'S SCHOOL**
Chester
Independent
A well qualified teacher is required for September 1984 as HEAD OF THE PHYSICAL EDUCATION DEPARTMENT (Scale 2) to be responsible for the subject throughout the Junior and Senior Schools (girls 8 - 18). Candidates should have a strong interest in lacrosse and tennis. The school has its own indoor heated swimming pool, games field and modern gymnasium. There is a wide range of activities at Sixth Form level.

Please send all letters of application, with full curriculum vitae and the names and addresses of two referees, to the Head Mistress at the school, City Walls Road, Chester CH1 2NN. (54455) 184218

### GLOUCESTERSHIRE

**WESTONBIRT SCHOOL**
Tetbury

Required in September 1984 HEAD OF PHYSICAL EDUCATION with special interest in Lacrosse and Tennis and including Swimming, Gymnastics or Dance.

Flat or cottage accommodation available if re- [illegible] addresses of two referees to Headmaster. (54388) 184218

## Other Assistants

### BOURNEMOUTH

**TALBOT HEATH**
Bournemouth
Independent (formerly Direct Grant) Church of England Day and Boarding School for 620 girls aged 8 - 19 years; Sixth Form of 100
Physical Education Specialist for September 1984 to teach throughout the school. Major games played are hockey, netball, tennis and cricket, with a wide range of Sixth Form and Upper Fifth activities. With the post goes responsibility for Dance with some involvement in Junior netball and hockey. Scale 1 post in department of four.

Applications by letter with curriculum vitae and the names of two persons to whom reference may be made should be sent immediately to the Head Mistress, Talbot Heath, Rothesay Road, Bournemouth BH4 9NJ. Tel: (0202) 761881. (57778) 184224

### BRADFORD

**BRADFORD GRAMMAR SCHOOL**
Keighley Road, Bradford
BD9 4JP

There will be a vacancy in September 1984 for a teacher of Physical Education with specialist qualifications in two sports, with a preference for rugby and cricket, and an academic subject. Salary (above Burnham) will be according to qualifications and experience. This post would be suitable for a first time applicant.

Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.

CLOSING DATE: 9TH MARCH 1984. (54295) 184224

### LONDON

**CITY OF LONDON SCHOOL**

Required for the summer term 1984 only on a temporary appointment, a qualified PE teacher. Experience in teaching swimming an advantage, and any summer term sports.

[illegible] Applications, with a cur- [illegible] Embankment, London EC4Y 0DL. (54277) 184224

### GWENT

**MONMOUTH SCHOOL**
**HMC, 530 boys 11-18,**
**boarding and day**

# HEAD OF BIOLOGY

For a lively and successful Department which has expanded into new laboratories recently. The post becomes vacant in September 1984. Applicants should be well qualified and experienced graduates between the ages of 30 and 45. Salary will be in accordance with the School's own scale (above Burnham).

**All applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible to:**

The Headmaster
Monmouth School
Monmouth, Gwent NP5 3XP

(2414)

## SEVENOAKS SCHOOL

Two Science graduates, men or women, wanted to teach

# BIOLOGY
# PHYSICS

The School has 900 students (300 boys and 120 girls in Sixth Form) and is going fully coeducational.

**Details from the Headmaster, Sevenoaks School, Kent. TN13 1HU.**

**Applications to be accompanied by the names, addresses and telephone numbers of two referees.**

(8270)

### HERTFORDSHIRE

**ST. CHRISTOPHER SCHOOL**
Letchworth, Herts. SG6 3JZ

Tel: 04626 79301

One of the country's oldest coeducational schools that provides an informal, purposeful and fast developing community for 450 children aged 2½ - 18.

TEACHER I/C GIRLS PE AND GAMES (with effect from September 1984).

We are looking for an energetic teacher with good Lacrosse who is keen to join a lively department that offers a wide range of sports and outdoor activities. Resident house tutorship a possibility.

Further details from Colin Reid (Head) to whom application should be made as soon as possible enclosing full C.V. and naming three referees. (54472) 184224

### LONDON

**BEIS SHAMMAI GRAMMAR SCHOOL**
14 Heathland Road, London N16 5NH
Requires Games teacher for September.
CV required. (57494) 184224

### LONDON

**MILL HILL SCHOOL**
London NW7
Tel: 01-959 1176
REQUIRED FOR SEPTEMBER 1984 a well qualified graduate to teach P.E., to help run/coach traditional sports AND to teach part-time an academic subject. This is a full time permanent post as No. 2 in the P.E. department. Bachelor accommodation available; M.H.S. own salary scale.

Applications giving details of qualifications and experience, together with the names and addresses of two referees should be sent as soon as possible to the Head Master from whom further particulars may be obtained. (60952) 184224

### NORWICH

**NORWICH HIGH SCHOOL FOR GIRLS**
G.P.D.S.T.
95 Newmarket Road, Norwich NR2 2HU
STAFFORD HOUSE (Middle School): 225 girls aged 8 - 12
Required for September 1984 a specialist Physical Education teacher qualified to teach Swimming, Gymnastics, Dance, Netball, Rounders and Athletics throughout the Middle School. Salary Burnham [illegible]

Applications [illegible] please (no forms) to the Headmistress enclosing c.v., s.a.e. and the names, addresses and telephone numbers of two referees by Wednesday 14th March, 1984. (60954)

### OXFORDSHIRE

**MAGDALEN COLLEGE SCHOOL**
(H.M.C., 500 boys aged 11 - 18. Sixth Form 150)

Required in September 1984 (or sooner) an Assistant Director of Physical Education and Games capable of taking charge of Rugby and/or Cricket and coaching to first team level. Some subsidiary academic teaching: applicants should state subject(s). Adjacent games field; well equipped Gym.

Burnham Scale 1 or 2 depending on qualifications and experience, plus games responsibility allowance.

Applications, with full c.v. and names, addresses and tel. nos. of two referees, to the Master, Magdalen College School, Oxford OX4 1DZ (Tel: Oxford (0865) 242191), from whom further details may be obtained. (54454) 184224

### SUFFOLK

**WOODBRIDGE SCHOOL**
Suffolk

Required September 1984 a qualified teacher to coach games and teach an academic subject. The latter would preferably be Science, but other subjects might be acceptable in an all-round enthusiastic sportsman who had much to offer. See also display advertisement.

Apply, with full C.V. and names of two referees to Headmaster, Woodbridge School, Woodbridge, Suffolk IP12 4JH. Tel: 039-43 4647. (57772) 184824

### SURREY

**ST. TERESA'S CONVENT SCHOOL**
Effingham Hill, Dorking
Independent Day and Boarding - [illegible] girls - 11 - 18 years.
Required from MAY or SEPTEMBER full-time assistant teacher in Physical Education Department. Excellent facilities and equipment. Preference given to candidate with special interest in [illegible], swimming and gymnastics. Scale 1 post. Government Superannuation. London Fringe Allowance.

Apply to the Headmistress with curriculum vitae and names and addresses of two referees [illegible]

## Religious Education

## Heads of Department

### LONDON SE22

**JAMES ALLEN'S GIRLS' SCHOOL**
East Dulwich Grove, SE22
Required for September 1984: A head of Religious Education to teach throughout the school to 'O' and 'A' level. Applications are invited from well qualified graduates interested in a liberal rather than a narrowly Christian approach. A willingness to contribute to extra curricular activities would be a distinct advantage.

Salary: JAGS Scale 3 (Burnham plus) with Inner London Addition.

Apply with full curriculum vitae and the names and addresses and telephone numbers of two referees to the Head Mistress. (54675) 184418

## Other Assistants

### BERKSHIRE

**ST. MARY'S CONVENT**
Ascot, Berkshire
Independent R.C. Boarding School for Girls 10 - 18. 70 in Sixth Form
Required for September 1984, a graduate to teach R.E. to 'A' level preferably with classroom experience.

The applicant must be a Roman Catholic.

The post could be residential with or without boarding duties. Burnham Scale paid.

Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent in writing to the Headmistress. (57766) 184424

### HERTFORDSHIRE

**ST. MARGARET'S SCHOOL**
Bushey

September 1984

Applications are invited for a graduate part-time teacher of Religious Studies who would be able to teach up to 'A' Level. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae, should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, [illegible] 01-950

### TAUNTON

**KING'S COLLEGE**
Taunton
(Western Division, Woodard Corporation)

Required for September, 1984, Graduate to teach Religious Studies throughout the School. Practising Anglican essential. Ability to coach games and to help with outside activities would be an extra recommendation.

Burnham Scale with special responsibilities allowances.

Application, together with full curriculum vitae, and names and addresses of two referees, to the Headmaster, King's College, Taunton TA1 3DX. (54186) 184424

## Science

## Heads of Department

### CHESHIRE

**S. HILARY'S SCHOOL FOR GIRLS**
Alderley Edge, Cheshire SK9 7AG

HEAD OF PHYSICS required for September. This is a new post and the person appointed will join a team of teachers, of both men and women, who have built up a fine Science Department with an excellent record.

Applicants must be graduates and able to teach to University Entrance.

Salary: Burnham Scale, Scale Number dependent on experience. Government Superannuation.

Apply in writing to the Headmaster with curriculum vitae and the names and addresses of two referees. (54457) 184818

### DYFED

**LLANDOVERY COLLEGE**
H.M.C. (250 pupils)
HEAD OF CHEMISTRY

Applications are invited for the above post from September 1984.

Details available on request: applications with names of two referees to: The Warden, (Dr. R. Brinley Jones), The College, Llandovery, Dyfed.

Closing date [illegible] March [illegible]

### HAMPSHIRE

**LORD MAYOR TRELOAR COLLEGE**
Head of Science Department
Required from 1st September, 1984, in this non-maintained special boarding school for 270 physically handicapped boys and girls, with a normal range of intelligence, aged 9 to 19. Good facilities include three well-equipped Laboratories.

Applicants should have a good Biology qualification and the ability to teach to C.S.E., G.C.E. 'O' level and provide coaching for 'A' level candidates who attend Alton Tertiary College.

Excellent opportunities for curriculum development.

Scale 3 (S). £8,142 - £11,352. Additional £747 for extra duties.

Accommodation may be available at a reasonable charge.

Foolscap s.a.e. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants. GU34 4EN. (54150) 184818

### HERTFORDSHIRE

**ST. ALBANS HIGH SCHOOL**
C. of E. 450 girls over 11, 110 in Sixth Form
Head of Biology required for September 1984. Scale 2 or 3 post working under Head of Science. To share teaching throughout the school to Advanced Level and university entrance.

Applications to the Headmistress with curriculum vitae and names and addresses of two referees. Further details available on request. (54358) 184818

### WEST SUSSEX

**SHOREHAM COLLEGE**
(Independent Day & Boarding School - 200 pupils 11 - 18)

Required for April or September. A graduate to take charge of CHEMISTRY and to teach the subject up to 'A' Level. Ability to teach Computer Studies to 'O' Level an advantage; also a willingness to help with extra-curricular activities and boarding school life. Well-equipped laboratories. Burnham Scale 2 for suitably qualified applicant.

Applications with c.v. and names of 2 referees to: Headmaster, Shoreham College, St Julian's Lane, Shoreham-by-Sea, Sussex BN4 6YW. (57686) 184818

## Other Assistants

### BATH

**BATH HIGH SCHOOL**
(G.P.D.S.T.)
Hope House, Lansdown, Bath [illegible] in September 1984 [illegible] organise and teach Physics throughout the school to A-level and University Standard/ Entrance. Suitable applicants [illegible] for the [illegible] Applications [illegible] with names of referees to the Headmistress at the above address. (57804) 184824

### BERKSHIRE

**ST. MARY'S CONVENT**
Ascot
R.C. boarding school for 300 girls, 10 - 18
Required for September 1984, a graduate to teach Physics and Chemistry to 'O' level. Post could be residential and would be suitable for a first or second appointment.

Burnham scale paid.

Applications to the school. (54426) 184824

### BRISTOL

**THE RED MAIDS' SCHOOL**
Westbury-on-Trym BS9 3AW

(Independent Day and Boarding School for 465 girl)

Required for September 1984 good Honours Graduate qualified to teach Chemistry to 'O' and 'A' Level, Scale 1.

Apply as soon as possible to the Headmistress enclosing a curriculum vitae and the names of two referees. (57729) 184824

## SCHOOL OF S. HELEN AND S. KATHERINE, ABINGDON, OXON

(Former direct-grant school. 500 girls; 140 in 6th form)

Required September, good honours graduate,

# Head of Physics

to take charge of the subject and to share the teaching to Advanced level and Oxbridge entrance.

Strong science and mathematics departments in the catchment area of AERE Harwell, JET (Culham) and Oxford University.

**Particulars from the Headmistress to whom applications with curriculum vitae and names and addresses of two referees should be made.**

(8271)

### BRISTOL

**BRISTOL GRAMMAR SCHOOL**

Bristol

ex Direct Grant,
Independent,
Coeducational
1,000 pupils (11 - 18)

Required for September, 1984, a Graduate Physicist to teach Physics throughout the School, including a share of Sixth Form work. Present holder appointed to Head of Department post.

Salary Burnham Scale 1 or 2 according to qualifications and experience. First appointment considered.

Willingness to assist with games especially or extra-curricular activities welcomed.

Applications with c.v. and the details of 3 referees to the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (57801) 184824

### CORNWALL

**THE DUCHY GRAMMAR SCHOOL**
Tregye, Truro, Cornwall

INDEPENDENT CO-EDUCATIONAL DAY AND BOARDING

Required in September, 1984:- Well qualified PHYSICS graduate capable of teaching at all levels including University Entrance level. Some experience is desirable.

Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.

Preference will be given to an ordained priest of the Church of England.

Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (57444) 184824

### DEVON

**PLYMOUTH COLLEGE**

Headmasters' Conference Day and Boarding School

650 Boys, 200 in Sixth Form

Required for September 1984, a well qualified graduate scale one post to teach PHYSICS throughout the school including a substantial amount of Sixth Form work.

An interest in Electronics or Engineering Science would be a particular advantage, and the ability to assist with games (particularly climbing) would be most welcome.

Curriculum Vitae with the names of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (54062) 184824

### DEVONSHIRE

**PLYMOUTH COLLEGE**

Headmasters' Conference Day and Boarding School

650 Boys, 200 in Sixth Form

Required for May or September 1984, a well qualified graduate to teach PHYSICS throughout the school including a substantial amount of Sixth Form work. This is a scale 2 post. An interest in Electronics or Engineering Science would be a particular advantage, and the ability to assist with games (particularly climbing) would be most welcome.

Curriculum vitae with the names of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (54059) 184824

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## INDEPENDENT SCIENCE
continued

### HERTFORDSHIRE

**HABERDASHERS' ASKE'S SCHOOL**
Elstree, Borehamwood, Herts. WD6 3AF
Tel: 01-207 4323
(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September 1984 a graduate to teach CHEMISTRY throughout the school to Oxbridge entry level, as one of six chemists. This post would suit either a new entrant to the profession or a young teacher seeking broader experience. The stimulating academic environment and excellent facilities will provide many opportunities for the development of individual talents.

Willingness to help with games, eg. Canoeing, Rugby, Cricket would be an advantage.

Salary generously based on Burnham with good London allowance. Possibility of Scale 2. Government superannuation and free life insurance.

Removal expenses paid within limits.

Apply with full tabulated c.v. and names of referees to the Headmaster. (57436) 184824

### HERTFORDSHIRE

**ALDENHAM SCHOOL**
Elstree, Herts, WD6 3AJ

(Tel: Radlett (09276) 6121)

Required for September 1984, a graduate to teach PHYSICS O-level and A/S-level work available (150 and 6th Form). The candidate should be an enthusiastic teacher, willing to take on and develop a new electronics facility within the Physics department of this small boarding school.

There could be an opportunity for the right candidate to become Head of Department in due course.

Single and married accommodation available.

Salary negotiable, according to experience, and above Burnham.

Further details available from the Headmaster, to whom applications, together with c.v. and names of 2 referees, should be sent. (57760) 184824

### ISLE OF WIGHT

**RYDE SCHOOL**
Isle of Wight

H.M.C.

Required in September 1984 a young Honours graduate to teach PHYSICS throughout the school. An ability to teach MATHEMATICS as a subsidiary subject and to take part in extra-curricular activities will be an added recommendation. Salary at Burnham scale.

Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Ryde School, Ryde, Isle of Wight PO33 3BE from whom further details may be obtained. (57871) 184824

### KENT

**KENT COLLEGE**
Pembury

Independent, Boarding and Day (under Board of Management of Methodist Schools)

370 girls 11 - 18

Required for September 1984, two fully qualified Science graduates, one to have overall responsibility for the teaching of BIOLOGY, the other to have overall responsibility for the teaching of CHEMISTRY, each throughout the School up to Advanced level. One may be appointed Head of Science (Burnham, Scale 4), otherwise Scale 2 or 3 according to qualifications and experience.

Either post may be resident. Family and single accommodation is available in School for those willing to share residential duties.

Applications, together with full c.v. and the names, addresses and telephone numbers of two referees to The Headmaster, Kent College, Pembury, Tunbridge Wells, Kent TN2 4AX. (54063) 184824

### LANCASTER

**BENTHAM GRAMMAR SCHOOL**
Bentham, Lancaster LA2 7DB
(S.H.M.I.S.), Independent, Co-educational, Boarding and Day School for pupils aged 7 - 18.
Required for SEPTEMBER 1984, a well qualified BIOLOGIST to teach the subject up to 'A' level. The ability to offer another subject would be a distinct advantage, particularly Chemistry or Mathematics.

Preference will be given to applicants who are prepared to take up a residential position in the boys' boarding house.

Applications to the Headmaster enclosing a full curriculum vitae and the names and addresses of two referees. (57936) 184824

### LEEDS

**LEEDS GIRLS' HIGH SCHOOL**
Headingley Lane, Leeds LS6 1BN

(Grammar School Foundation)

Tel: Leeds 744000

Required for September 1984 a well qualified graduate to teach Physics (JMB Board) throughout the school up to Advanced Level.

The school has a flourishing Science department with approximately 25 girls taking 'A' level Physics each year.

Burnham Scale 1, possibility of Scale 2 for suitable applicant.

Applications in writing together with names, addresses and telephone numbers of two referees to the Head Mistress. (57862) 184824

### LEICESTERSHIRE

**UPPINGHAM SCHOOL**
Uppingham, Rutland LE15 9QE

Required for September 1984: (i) a suitably qualified graduate to teach Physics at all levels (with the possibility of taking charge of the department in due course).

(ii) a suitably qualified graduate to teach Chemistry to A level.

Applications together with full curriculum vitae and the names and addresses of two referees should be sent to the Headmaster from whom further details may be obtained. (57203) 184824

### LINCOLNSHIRE

**CAISTOR GRAMMAR SCHOOL**
Caistor, Lincoln LN7 6QJ
(Tel: 0472 851250)
Mixed Selective 11 - 18 VC
370 on roll: 95 boarders
Required for September 1984, Graduate to teach Physics and Maths. Scale 1.

Accommodation and perhaps an additional allowance available in return for some pastoral duties in Sixth Form Girls Boarding House.

Apply by letter naming two referees to Headmaster from whom further particulars may be obtained. (s.a.e. please). (60928) 184824

### LONDON

**ELTHAM COLLEGE**

Day and Boarding

Graduate Physicist required in September to teach PHYSICS to 'A' level and Open Scholarship standard in team of three. Additional commendations include strong interest in Electronics or Computing Science or Engineering. Games ability or interest useful.

Own salary scale linked with and above Burnham, starting in Scale 2, at a point depending on qualifications and experience. Bachelor accommodation may be available.

Applications, with names of two referees and curriculum vitae to Headmaster, Eltham College, London SE9 4QF. (57695) 184824

### LONDON

**KING'S COLLEGE SCHOOL**
SW19

H.M.C. 630 boys 13 - 18

Required for September 1984 a graduate to teach BIOLOGY throughout the School including the Sixth Form. This is a post which will suit a well qualified candidate direct from university or a graduate with experience who would welcome the opportunity to work in a large and flourishing department.

Candidates should indicate their interests in games and extra curricular activities. A willingness to assist with the running of the C.C.F. would be an added qualification for this post.

Salary not less than Burnham Scale 2 (plus Inner London Allowance). There is the possibility of school accommodation. The School has a housing loan scheme to assist with house purchase.

Applications, together with full curriculum vitae and the names and addresses of two referees, should be sent to the Head Master, King's College School, Southside, Wimbledon Common, SW19 4TT, from whom further particulars may be obtained. (65600) 184824

### LONDON

**THE GODOLPHIN AND LATYMER SCHOOL**
Iffley Road, Hammersmith, London W6 0PG
Required in September 1984 in this Girls' Independent day school of 700 pupils a graduate to teach Physics full time in this lively and well equipped department and to share the work with three others. Nuffield Physics courses are followed to both O and A Level, and an interest in this method of teaching is essential. The opportunity to develop the use of micro-computers in lessons is offered.

Apply by letter to the Headmistress at the school with curriculum vitae and names and addresses of two referees. (57988) 184824

### LONDON

**THE GODOLPHIN AND LATYMER SCHOOL**
Iffley Road, Hammersmith, London W6 0PG
Required in September 1984 in this Girls' Independent day school of 700 pupils, graduate to share with two other Staff the teaching of Biology full-time throughout the school to O-Level, A-Level and University entrance standard. This post is temporary for one year only during the absence of a teacher abroad. Scale 2 would be available for an experienced candidate.

Apply by letter to the Headmistress at the school with curriculum vitae and names and addresses of two referees. (57987) 184824

### NORTHAMPTONSHIRE

**WELLINGBOROUGH SCHOOL**
Northamptonshire
Required for September 1984, graduate to teach BIOLOGY to A/S level. Assistance with sport and extra-curricular activities important. Burnham Scale. House tutoring is also required in a boys' boarding house, in which case accommodation is provided.

Apply to the Headmaster, Wellingborough School, NN8 2BX with curriculum vitae and names of two referees. (65577) 184824

### NOTTINGHAMSHIRE

**RODNEY SCHOOL**
Kirklington, Newark, Nottinghamshire
Experienced teacher of Chemistry to 'A' level required in September. Some help with boarding duties.

CV. and letter outlining other subject(s), extra-mural interests, to the Headmaster. (60915) 184824

### OLDHAM

**THE HULME GRAMMAR SCHOOL**
Oldham OL8 4BX

A graduate required for September to teach Chemistry throughout the school to A level. Help with extra-curricular activities would be welcome. Salary according to qualifications and experience.

Applications, with curriculum vitae and names of two referees to the Headmaster, from whom further details of the post may be obtained. (57899) 184824

### OXFORD

Required in September qualified teacher of PHYSICS to A Level (with Physical Science in Junior Forms).

Apply with c.v. to Headmistress, Rye St. Anthony School, Pullen's Lane, Headington, Oxford OX3 0BY. (54351) 184824

### OXON

(325 boys 13 - 18 year olds; details in Public Schools year Book, page 461)

Required for September, 1984, an assistant PHYSICIST to teach up to 'A' level. The successful applicant will be able to contribute to the life of a boys' boarding school.

Apply to the Headmaster from whom further details may be obtained. (54236) 184824

### PERTHSHIRE

**GLENALMOND**

Required for September 1984, a GRADUATE to teach BIOLOGY throughout the school at 'O' level, S.C.E. 'Higher' and 'A' level. Opportunity for good share of Sixth Form and university scholarship work. Surroundings ideal for fieldwork. Subsidiary Chemistry useful. Willingness to help with extra-curricular activities including games would be expected.

Resident post with free married or single accommodation. Glenalmond salary scale above Burnham or Teviot.

Please apply as soon as possible with C.V. and names and addresses of two or more referees to the Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (54447) 184824

## ARDINGLY COLLEGE
**Haywards Heath, West Sussex**
**RH17 6SQ Tel: 0444 892577**

HMC 380 boys (mostly boarding)
80 girls (numbers expanding)
day and boarding
150 in VIth form; Prep School on Campus

**ELECTRONICS AND PHYSICS**

Wanted for next September

*Either*

# HEAD OF ELECTRONICS

also able to teach Physics to A level

*or*

# PHYSICIST

(preferably young and unmarried)
also able to teach practical Electronics to A level

Exciting prospect for candidates of energy, vision and commitment

Please apply at once to the Headmaster with cv and the names, addresses and telephone numbers of two referees.

(8068)

REQUIRED SEPT. Chem. graduate up to A Level offering Maths preferably. Girls' Ind. Schl./S.Bucks. Apply Headmistress Box TES 00133, Priory House, St John's Lane, EC1M 4BX. (60946) 184824

### SHROPSHIRE

**SHREWSBURY SCHOOL**

PHYSICIST

Shrewsbury School require a graduate Physicist for September 1984. The post might suit someone who has recently graduated or someone with a few years experience in a first job. A willingness to help with extra-curricular activities is important.

Applications, together with the names, addresses and telephone numbers of two referees, should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (57448) 184824

### SURREY

**GUILDFORD HIGH SCHOOL**
London Road, Guildford, Surrey GU1 1SJ
(Church Schools Company Ltd.)
Required for September well qualified CHEMISTRY specialist to share the teaching of Chemistry to O and A Level. Please state subsidiary subject, if applicable, and extra curricular interests. Scale 1. (Applicants able to offer 4 days only may also be considered).

This is a girls' independent school with a strong Science traidtion; new laboratories will open in September.

Please apply by letter to the Headmistress, enclosing curriculum vitae and the names of two referees. (60911) 184824

### WEST SUSSEX

**SEAFORD COLLEGE**
Petworth, West Sussex

Assistant required for September 1984 to teach Physics to 'O' level: ability of offer some General Science Chemistry an advantage plus the willingness to participate in extra curricular activities of a boys' country boarding school.

Further details and application form from the Secretary. (50619) 184824

## Speech and Drama

## Other Assistants

Cheltenham Ladies' College requires in September, 1984, qualified teacher of Speech and Drama. Burnham Scale; full time, non-resident.

Apply in writing with full details of qualifications, and names and addresses of two referees, to the Principal, Ladies' College, Bayshill Road, Cheltenham GL50 3AZ. (57767) 185224

## Other than by Subject Classification

## Heads of Department

### KENT

**BASTON SCHOOL FOR GIRLS**
Baston Road, Hayes, Bromley, Kent BR2 7AB
HEAD OF JUNIOR DEPARTMENT
Required September 1984. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.

Apply in writing to The Principal enclosing CV, the names of two referees, and SAE. (57774) 185618

AIGLON COLLEGE in the SWISS ALPS requires HEAD OF EXPEDITIONS, HEAD OF CHEMISTRY and LABORATORY ASSISTANT - See Overseas Section. (60002) 185618

## Other Assistants

### BRADFORD

**BRADFORD GRAMMAR SCHOOL**
Keighley Road, Bradford
BD9 4JP

There will be a vacancy in the Junior Department in September 1984 for a well-qualified teacher of English and associated subjects. Assistance with out-of-school activities, including sport, is essential. This post would be suitable for either an experienced teacher or a new entrant. Salary (above Burnham) will be according to qualifications and experience.

Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.

CLOSING DATE: 16 MARCH 1984. (65594) 185624

### BRIGHTON

**BRIGHTON COLLEGE**
Required for September.

A graduate to teach Electronics with some Maths and/or Physics. The Electronics Department is now well established within the curriculum. Opportunity available for promotion to Headship of Department for the right candidate. Residential post available. Salary better than Burnham.

Apply in writing with the name of two referees and curriculum vitae to The Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL. (57945) 185624

### EDINBURGH

**FETTES COLLEGE**
Required in September 1984
TEACHER OF GERMAN
TEACHER OF MATHEMATICS.

Both posts would particularly suit recently qualified graduates or those completing their PGCE course this year, and successful candidates would be expected to teach their subject throughout the School to 'A' Level.

Willingness to be fully involved in one or more of the varied community activities (e.g. games, music, drama, CCF, outdoor education) of this 460-strong coeducational school [illegible] EH4 1QX. (57428) 185624

### LONDON WC1

Required experienced tutors for P/T or F/T posts to teach 'O' & 'A' level Technical Drawing.

For further details please write to the Principal enclosing Curriculum Vitae. Central G.C.E. Tutorial College, 8 Herbrand St., London WC1. 01-278 6622 (opposite Russell Square Station). (57726) 185624

### LONDON

GRADUATE TEACHERS OF ENGLISH with subsidiary Latin, or Hist., Soc. Studies, required late April. Permanent posts London W.5. Tiny classes 10 - 14 yrs. Mornings only 15 - 20 hrs. weekly.

Write with brief c.v. and 'phone no. Write Box No. TES 00132, Priory House, St John's Lane, EC1M 4BX. (57812) 185624

### LONDON

**FULL-TIME LECTURERS REQUIRED**

London International College an Independent College of Further and Higher Education, due to recent expansion, has the following full-time vacancies.

1. Electronic Engineering Lecturer.
2. Computer Studies Lecturer.
3. Assistant Registrar (with academic background).
4. Laboratory Technician (with Scientific background).
5. Physics and Mathematics Lecturer.
6. Secretarial Teacher.
7. EFL Teachers.

Salary Negotiable.

For full details apply to the Principal, Enclosing [illegible] 185624

## YARM SCHOOL, CLEVELAND
**Grammar School – 360 Boys**

# GEOMETRICAL DRAWING AND MATHEMATICS

**September 1984**

A well qualified teacher to offer these subjects at least to O level is required for September 1984. The post is a new one and arises because of a continuing growth in demand for A level Mathematics and A level Design Technology. Ability to help with games and/or extra curricular activities would be a distinct advantage.

Applications, accompanied by full CV and names of two referees, should be sent to:

The Headmaster
Yarm School
Grammar School Lane
Yarm, Cleveland TS15 9ES

(9192)

# MERCHANT TAYLORS' SCHOOL

**NORTHWOOD, MIDDLESEX, HA6 2HT**

Telephone: Northwood 21850

It has been decided to augment the Common Room by three members.

**Applications are invited from:**

**A teacher of GEOGRAPHY and ECONOMICS.**

**A teacher of VIOLIN who would be number three in the Department.**

**A qualified LIBRARIAN who would also be responsible for archives.**

Ideal candidates will want to play a full part in the life of the School – a Christian foundation that has always by statute "admitted pupils of all nations and countries".

**Further details of these appointments may be obtained from the HEADMASTER.**

## INDEPENDENT OTHER THAN BY SUBJECTS

continued

### LONDON

**SOUTH KENSINGTON**
September 1984. Two qualified and experienced staff for 1 yr. old and 2 yr. old forms. Ability to drive advantageous. Burnham Scale. Superannuation.
Application with cv and telephone number to Walkabout House, Girls Independent Preparatory School, Redcliffe Place, SW7 4QS. 01-373 7153. (54262) 185624

**LONDON**
**VIRGO FIDELIS CONVENT - SENIOR SCHOOL**
Central Hill, London SE19
Independent School for Girls 11 - 18 yrs.
Required from September 1984, full-time B.A. Graduate to teach English to O and A level.
Qualified teacher of Needlework, full-time to teach some lower forms and O & A level.
Apply in writing to Headmistress, with curriculum vitae and two referees. (55375) 185624

**LONDON**
Wanted immediately teacher Independent Boys Senior School for at least any two of the following subjects: Maths, English, French, Geography.
Please apply in writing to: Headmaster, Rabbi M.H. Surtin, 107-113 Stamford Hill, N16 5RP. (60982) 185624

MASTER/MISTRESS/MATRONS requiring posts in independent Schools. Should write with s.a.e. Sec. F.I.S. Pool Cottage, Manningdean Road, Billingshurst, Sussex. (62116) 185624

### NORFOLK

**DUNCAN HALL**
Independent Boys Boarding School
Scratby, Gt. Yarmouth, NORFOLK NR29 3AR
(Tel: Gt. Yarmouth (493536). Roll: 150)
RESIDENT GENERAL SUBJECTS TEACHER
Required for September 1984 at this rural 11/C Approved school for 5 - 18 yrs. A young qualified graduate willing History or Games to Middle School level would be an advantage.
Free bachelor accommodation and board are offered in exchange for 24 hours duty per week. Salary according to age, experience and responsibilities. Burnham Scale and Superannuation.
Apply in writing with cv, and telephone number to Mr. Walkabout, Headmaster.

### NORTHAMPTON

**BOSWORTH TUTORS**
Previously Spall and Bosworth (Est. 1939)
Require tutors with English, Math, Science, Geography, Art and A-level tuition, to participate in our college services and administration. Ask to teach responsibility for certain areas. Experience, commitment, energy and all-round ability necessary to tutor important role. (Special consideration given to Oxford/Cambridge graduates.)
Apply in writing to Mr. Bosworth, Director, The Spring, Bedford Avenue, Northampton NN5 6QG, where full appl. details. (54429) 185624

### NORTHAMPTON

**BOSWORTH TUTORS**
Previously Spall and Bosworth (Est. 1939)
Require tutors with English, Math, Science, Geography, Art and A-level tuition, to participate in our college services and administration. Ask to teach responsibility for certain areas. Experience, commitment, energy and all-round ability necessary to tutor important role. (Special consideration given to Oxford/Cambridge graduates.)
Apply in writing to Mr. Bosworth, Director, The Spring, Bedford Avenue, Northampton NN5 6QG, where full appl. details. (54429) 185624

### SUSSEX

**GORING HALL SCHOOL**
Sussex
Independent Day and Boarding School for 140 boys
m 560 10 - 18
Required in September Teacher of Geography to 'O' level with Mathematics for the lower sets. Commitment to boarding education essential. Single residential accommodation available.
Applications enclosing c.v. and the names of two referees to: The Headmaster, Goring Hall School, Goring by Sea, Worthing, Sussex BN12 4UX. (57682)

### WINCHESTER

**ST. SWITHUN'S JUNIOR SCHOOL**
Winchester
Required in September 1984 an experienced energetic teacher for a newly created post in an expanding department to teach 7 - 9 year olds. Applicant should be able to co-ordinate and lead the work of the Preparatory department. The ability to play the piano would be an advantage.
Scale II post.
Application in writing with c.v. and names, addresses and telephone numbers of three referees to the Headmistress. (60918) 185624

## Preparatory Schools

### Headships

### KENT

**NEW BEACON SCHOOL**
Bexley Heath, Kent
IAPS 270 boys (boarding and day)
Required for September 1984 an enthusiastic, experienced teacher to be HEAD OF JUNIOR SCHOOL. There are 135 boys aged 3 - 9 in the Junior School in purpose-built accommodation, purpose-built in 1980. Games, drama and music are widely enjoyed. Other facilities include TV, Video, and computer.
Burnham salary scale, government superannuation, single accommodation only.
Apply quoting two referees, to the Headmaster, The New Beacon, Bristains Bottom, Sevenoaks. (57751)

## By Subject Classification

### Arts and Design

### Other Assistants

### DERBYSHIRE

**ART TEACHER** required in September to teach ART 8 to 13 year olds throughout the Junior School, and one or two other subjects in the future. Single resident accommodation available.
Apply with c.v. and telephone number. (54429) 185624

### NORTHAMPTON

**BOSWORTH TUTORS**
Previously Spall and Bosworth (Est. 1939)
Require tutors with English, Math, Science, Geography, Art and A-level tuition, to participate in our college services and administration. Ask to teach responsibility for certain areas. Experience, commitment, energy and all-round ability necessary to tutor important role. (Special consideration given to Oxford/Cambridge graduates.)
Apply in writing to Mr. Bosworth, Director, The Spring, Bedford Avenue, Northampton NN5 6QG, where full appl. details. (54429) 185624

### SUSSEX

**GRAMBLETYE SCHOOL**
Nr. Uckfield, Sussex RH19
IAPS 210 boys: 170 boarders, 40 day pupils.
Required for September 1984, a qualified, enthusiastic person to teach Art as a thriving department. Art is strongly endorsed as part of the curriculum. Willingness to participate in usual boarding school commitments outside the classroom essential. Burnham salary. Possibility of accommodation.
Please apply with c.v. to the Headmaster. (54252) 201824

### Other Assistants

### DERBYSHIRE

**ART TEACHER** required in September 1984 to teach ART 8 to 13 year olds throughout the Junior School, and one or two other subjects in the future. Single resident accommodation available.
Apply with c.v. and telephone number. (54429) 185624

### NORTH YORKSHIRE

**GROSVENOR HOUSE**
Birstwith, Harrogate HG3 3JG
Required in September ENGLISH TEACHER to teach the subject throughout a Girls' School (8 - 13 yrs.). Applicants should be able to play games, preferably hockey. The School is in this country six miles from Ripon, and has 70 boys and 75 boarders day and 25 boarders in the sixth form to be taught.
Usual Preparatory School duties.
Salary according to age, experience and qualifications. Accommodation available for a bachelor. Burnham Scale. T.A.P.S. Pension Scheme.
Apply in writing to the Headmaster with curriculum vitae and names of two referees. (54092) 204424

### SOMERSET

Required for September a teacher of English to take charge of department. Assistance with games, particularly rugger, a gross recommendation.
Apply in writing with names and telephone numbers of two referees and full details to: The Headmaster, Hatch House School, Stanlynch Road, Taunton, Somerset TA1 3QW. Tel: 0823 - 70844. (57439) 204424

### SOMERSET

**QUANTOCKS COLLEGE JUNIOR SCHOOL**
Taunton
IAPS 100 boys
Teacher required in SEPTEMBER 1984 to teach the year of Reception (Year 1). Resident or non-resident, but willingness to be resident, full or part-time, is essential. Applicants should be qualified to teach Group 1 subjects.
Salary Burnham Scale with Government superannuation. References with names of two referees, with names of two referees, to the Headmaster. (54297) 204424

### Classics

### Other Assistants

### KENYA

**NAIROBI SCHOOL**
Nairobi
Required for September 1984, qualified teacher of Latin, to teach up to 'A' level. The school is situated on the edge of Nairobi game park and is a member of the G.S.A.
(54477) 201624

### LONDON

**WESTMINSTER UNDER SCHOOL**
(I.A.P.S. 260 day boys
Required for September 1984, a well qualified, young teacher to teach Latin throughout this expanding school. Ability to coach games would be useful.
Salary scale above Burnham.
Applications, including curriculum vitae, together with the names and addresses of two referees, to The Master, Westminster Under School, Adrian Houses, 52 Vincent Square, London SW1P 2NN, from whom further information is available. (57617) 201624

### English

### Heads of Department

### SURREY

**HASLEMERE PREPARATORY SCHOOL**
Hill Road, Haslemere
(I.A.P.S. Day School 236 boys 3 - 13 years)
Head of Department.
Burnham Scale B post.
Following the appointment of Deputy Head of English to a Headmastership.
Required September, 1984 an enthusiastic, experienced and qualified teacher who has a good Honours degree in English to run a successful English Department and Drama Club. (Ability to help with games an advantage but not essential).
Applications including curriculum vitae, names and addresses and telephone numbers of two referees should

### Other Assistants

### EXETER CATHEDRAL SCHOOL

Palace Gate, Exeter, Devon
IAPS. Chior Schools. Association day-boarding school
Required for September 1984 a qualified teacher of ENGLISH to teach the subject throughout the School (7 - 13 years) and scholarship level. This is a single teacher. Salary Burnham Scale 1. Ability to take games essential.
Please apply with a curriculum vitae and names of two referees to the Headmaster. (54060) 204424

### NORTH YORKSHIRE

**GROSVENOR HOUSE**
Birstwith, Harrogate HG3 3JG
Required in September ENGLISH TEACHER to teach the subject throughout a Girls' School (8 - 13 yrs.). Ability to play games, preferably hockey. The School is in this country six miles from Ripon, and has 70 boys and 75 boarders day and 25 boarders in the sixth form to be taught.
Usual Preparatory School duties.
Salary according to age, experience and qualifications. Accommodation available for a bachelor. Burnham Scale. T.A.P.S. Pension Scheme.
Apply in writing to the Headmaster with curriculum vitae and names of two referees. (54092) 204424

### SOMERSET

Required for September a teacher of English to take charge of department. Assistance with games, particularly rugger, a gross recommendation.
Apply in writing with names and telephone numbers of two referees and full details to: The Headmaster, Hatch House School, Stanlynch Road, Taunton, Somerset TA1 3QW. Tel: 0823 - 70844. (57439) 204424

### SOMERSET

**QUANTOCKS COLLEGE JUNIOR SCHOOL**
Taunton
IAPS 100 day boys
Teacher required in SEPTEMBER 1984 to teach the year of Reception (Year 1). Resident or non-resident, but willingness to be resident, full or part-time, is essential. Applicants should be qualified to teach Group 1 subjects.
Salary Burnham Scale with Government superannuation. References with names of two referees, with names of two referees, to the Headmaster. (54297) 204424

## HEAD

### PRIOR'S COURT

(IAPS: 91 boys, 42 girls)
boarding and day

A Head is required for Prior's Court, near Newbury, from April, 1985 on the retirement of Mr. W. B. Mountford, B.A., after 20 years of distinguished service as Headmaster.

Prior's Court is the junior school for Kingswood School in Bath, with which it has strong links. Both schools are co-educational and both operate a fees remission scheme for the children of Methodist Ministers.

A form of application and further details may be obtained from the Secretary to the Governors, Prior's Court School, Chieveley, near Newbury, Berkshire. The final date for applications will be March 31st. Interviews will take place in May.

(6229)

### Geography

### Other Assistants

### SURREY

**THE HAWTHORNS**
Pendell Court, Bletchingley
(IAPS. Boarding and Day. 114 boys)
Young teacher, with some experience, required in September 1984 for GEOGRAPHY to the P.S.B. standard. Ability to coach games an advantage. Normal supervision duties. Burnham Scale. Accommodation may be available.
Apply Headmaster with c.v. and names and telephone numbers of 2 referees. (60873) 203624

### History

### Other Assistants

### HERTFORDSHIRE

**KINGSHOT SCHOOL**
St. Ippolyts, Hitchin, Hertfordshire SG4 7JX
(IAPS co-educational Day School, 4½ - 13½ year olds)
Required for September 1984 an experienced, qualified and enthusiastic HISTORY teacher to teach the subject throughout the Prep. School up to Scholarship and Common Entrance standard. The successful applicant should also be able to coach (rather than take) the 1st XI SOCCER and one, or more, of the other major sports played in the School.
Salary Burnham Scale 1, Government Superannuation.
Applicants should write with full curriculum vitae with the names, addresses and telephone numbers of two referees to the Headmaster. Further details will be sent by return. (57005) 202824

### Mathematics

### Heads of Department

### SHROPSHIRE

**OSWESTRY JUNIOR SCHOOL**
The Quarry, Oswestry, Shropshire SY11 2TZ
Required for SEPTEMBER 1984 at this I.A.P.S. co-ed. national day/boarding school (c. 112 pupils) a HEAD of the MATHS department.
Ability to coach games is looked for and a keenness to participate in other Sports Club activities.
Salary Burnham and not exceeding Point 3 Scale 2 plus Government superannuation.
Application is by letter to the Headmaster enclosing curriculum vitae and names, addresses and telephone numbers of two referees. (54150) 203414

### Other Assistants

### SURREY

**YATELEY MANOR**
Yateley, Camberley, Surrey
(I.A.P.S. Day and Boarding School)
Required for September 1984 a teacher of Mathematics for boys from nine to twelve years of age. Ability to coach and to take charge of games.
Special interest in microcomputers essential.
Salary is a post with Government superannuation. Single accommodation available.
Applicants should write with c.v. (two referees) and names of referees to the Headmaster. (54737) 203418

### SUTTON

**HOMEFIELD PREPARATORY SCHOOL**
(I.A.P.S.)
There will be a vacancy in September, 1984 for a young enthusiastic full-time teacher to teach Junior French and to assist with coaching games. Especially keen Non-resident. Full London Burnham Scale.
Apply in writing to the Headmaster giving curriculum vitae and names of two referees. (60957) 203624

### Other Assistants

### DORSET

**PORT REGIS**
Motcombe Park, Shaftesbury, Dorset SP7 9AY
250 aged 7 - 13 years
MATHS teacher required in September with computer skills, to join a team of 7 skilled all forms. Young talented staff. Only 18st. acre site. Private office attached above Burnham. Married/single facilities. Fabulous location. Applicants enthusiastic, seeking responsibility.
Apply Headmaster with cv and photo. (60977) 203424

### KENT

Required for September 1984 qualified and experienced teacher of mathematics to CE and PGCE level, including one or two other subjects. Applicants should have a real love of the subject and be able to convey an enthusiasm for it to children of all ages. Burnham Scale 2 Government superannuation.
Apply with c.v. and names and addresses of two referees to Headmaster, Dulwich College Preparatory School, Cranbrook, Kent. (54444) 203424

### LONDON

**WESTMINSTER UNDER SCHOOL**
(I.A.P.S. 260 day boys
Required for September 1984, a qualified teacher of Mathematics to teach throughout this expanding school. Ability to coach games an advantage.
Salary scale above Burnham.
Applications, including curriculum vitae, together with the names and addresses of two referees, to The Master, Westminster Under School, Adrian Houses, 52 Vincent Square, London SW1P 2NN, from whom further information is available. (57617) 201624

### Other Assistants

### SOMERSET

**FYRLAND HALL KING'S COLLEGE JUNIOR SCHOOL**
Required in September, a Director of Music who will organise orchestra, choirs, chapel music, music and instrumental teaching. Well equipped music school. Resident preferred and ability to teach primary an advantage. Applicants should be willing and able to contribute to the games programme and offer a classroom subject.
For further details please write to the Headmaster, Fyrland Hall, Taunton, Somerset. (57921)
203818

### Other Assistants

### BRISTOL

**THE DOWNS SCHOOL**
Wraxall, Nr. Bristol
Tel: Nailsea 852008
(I.A.P.S. 250 pupils)
Required for September 1984, teacher of music and singing throughout the School. Important is an enthusiasm for the work and the ability to impart this to children, the majority of whom are boys 7 - 13. Energy more important than experience. Piano/organist essential; violinist an advantage. An area of enormous untapped potential in the school. Possibility of part-sharing with another subject.
Usual boarding school duties, including some Sunday services.
Burnham Scale 1 & Government superannuation.
Please apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster. (57747) 203824

### ESSEX

**FELSTED SCHOOL**
An experienced MUSIC teacher is required for September 1984 as a member of the Felsted School Music Department, to be responsible to the Director of Music in the Preparatory School of 135 boys, the junior choir, the orchestra, and the success of the applicant must be a good choir trainer, a good keyboard player, and able to lead the orchestra. The Felsted Junior School Choir is of very high standard and for several years has taken over duties for a week at major cathedrals, and subsidiary duties. Ideally applicant may be expected to take teaching in the Senior School.
Further details may be obtained from, and applications (with the names of two referees) should be sent to The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (57121)
203824

### KENT

This music department of Dulwich College Preparatory School, Cranbrook, which includes several choirs, orchestras, brass wind band, ensemble groups as well as highly developed class music, has two vacancies:
a) Assistant to the Director of Music who will be an organist and have enthusiasm for choral work, coaching individual lessons 9 to 13 years.
b) Junior music specialist 4 - 9 years olds, full or part-time requiring knowledge of Kodaly methods.
Applicants for both posts must be enthusiastic, able to convey music, love of music and preferably have familiarity with Kodaly, Orff and Burdett methods. Burnham scales. Government superannuation.
Apply with c.v. and names and addresses of two referees to Headmaster Dulwich College Preparatory School, Cranbrook, Kent. (54444) 203424

### LEICESTER

**STONEYGATE PREPARATORY SCHOOL**
Stoneygate Road, Leicester
A FULL TIME music assistant in this thriving department is required for September 1984. A musician is sought who can make a contribution will be to lead and music a strong contribution to the instrumental work of this school of 290 boys (with a few girls) aged 7 - 13 plus.
The person should be able to teach one orchestral instrument to a high standard and be prepared to contribute fully to the life of the school's music department.
Burnham Scale 1.
Applications with curriculum vitae and two referees to the Headmaster. (57758)
203824

### WEST SUSSEX

Required in September for the Director of Music at Ardingly College a Visiting Music Teacher on full time member of the Common Room and be responsible under the Director of Music for the instrumental music. The person appointed must be a good pianist and be required to run the Orchestra, Wind Band, Chamber Music and Studio Groups. The post will require a particular emphasis on the training of string players.
Further details from: Director of Music, Ardingly College, Ardingly, West Sussex RH17 6UQ. Tel: 0444 892276. (57666)
203824

### WEST MIDLANDS

**EVERSFIELD SCHOOL**
West Midlands
(I.A.P.S. 300 boys - Day and Weekly Boarding).
A Director of Music is required in September 1984 to take responsibility for this subject throughout the School. This will include Class music lessons, choir and some instrumental tuition. Choir is a flourishing and well equipped Music Room. Further development exists for the
Applicants should be qualified teachers of Christian conviction. The ability to offer another subject will also be welcome.
Solihull is a thriving and attractive town with good road and rail links to all parts of the country. Suitable candidates will be given removal expenses provided.
Salary scale Burnham and Education and Government superannuation schemes.
(This appointment could be combined with that of Director of Music at Solihull School, Warwick Road, Solihull, West Midlands B91 3AD.)
Apply to The Headmaster, Eversfield School, Solihull, West Midlands B91 3RD. (57666)
203824

## Music

### Heads of Department



## PREPARATORY

continued

### Pastoral

### Other Assistants

### KENT

Required for September 1984 qualified Housemaster for junior boarding house of 40 boys and girls aged 7 - 13. Free accommodation in 3 bedroom cottage close to boarding house, appropriate salary according to teaching ability, salary for wife according to duties undertaken. Applicants must be enthusiastic, preferably married. Ps of Music, organ and games. Enthusiasm, organisational ability, tact, a caring nature, firmness, considerable experience of boarding school life and Christian life are essential qualities.
Apply with c.v. and names and addresses of two referees, to Headmaster, Dulwich College Preparatory School, Cranbrook, Kent. (54444) 204024

### Physical Education

### Other Assistants

### HERTFORDSHIRE

**KINGSHOT SCHOOL**
(I.A.P.S. 110 boys, mainly boarding)
Required September 1984 qualified teacher to take games of P.E. throughout the School. The School has a big sex Sports Hall. Subsidiary subjects essential.
Single accommodation available.
Plus salary scale (Burnham Main) post.
Apply Headmaster, Hertis., SG4 7JX with cv and names of two referees. (60961) 204424

### KENT

Required for September 1984 qualified PE specialist to teach games and PE to boys in each educational year, including football, athletics, rounders, cross country, swimming, gymnastics and hockey. Ability to run Olympic type sports day and to work on the staff of girls in work days, swimming, tournaments etc. Ability and tact essential qualities for the ability to interest boys of sport to the school.
Applicants should be qualified teachers of Games Subject. Ideally Games is necessary. Burnham Scale. Government superannuation.
Send CV and names and addresses of two referees to Headmaster, Dulwich College Preparatory School, Cranbrook, Kent. (54444) 204424

### SURREY

**THE HAWTHORNS**
Pendell Court, Bletchingley
(IAPS. Boarding and Day. 114 boys)
Required for September 1984 qualified teacher to take games of Physical Education throughout the School and to offer some teaching subject, preferably History or Geography. Applicants must be able to maintain the games of the usual type and adventure activities established tradition. Normal supervision duties. Burnham scales. Accommodation available.
Apply Headmaster with c.v. and names and addresses of two referees. (60873) 204424

### Science

### Heads of Department

### KENYA

**DEPARTMENT**
**NAIROBI SCHOOL**
Required for September 1984 qualified teacher of Science to teach up to 'A' level. The school is situated on the edge of the Nairobi game park and is a member of the G.S.A.
(57964) 205624

### Other Assistants

### BUCKINGHAMSHIRE

Required for September 1984 a qualified teacher of Science to teach throughout the Junior School (7 - 13 years). Ability to coach games an advantage.
Salary according to age, experience and qualifications. Accommodation available for a bachelor. Burnham Scale. T.A.P.S. Pension Scheme.
Apply in writing to the Headmaster. (54092) 204424

### Other than by Subject Classification

### Other Assistants

### BERKSHIRE

**Co-educational Day School, Ages 3 - 13 yrs.**
**Small classes, bright children**
**All staff play a full-part in field trips and extra-curricular activities**
Applications to the Headteacher with names of 2 referees are invited for the following three posts:
1) Required in September 1984 a French teacher to teach French throughout the School to O-level standard. Full or part-time. Impeccable accent essential. Strong French traditional. Strong French tradition. Ability to produce excellent examination results.
2) Required for September 1984, graduate English teacher (Infant/Junior specialist) as class teacher for infant group and to teach English to older children, most working at least 2 years above chronological age. (54281)
3) Required May 1984, one term appointment part-time Infant teacher.

### BERKSHIRE

**ELSTREE SCHOOL**
Woolhampton, nr. Reading
(I.A.P.S., 165 boys)
Resident JUNIOR FORM TEACHER is required in September 1984 to take a small class of 8 year old boys in main subjects (but not Latin) and to teach General Science in the Middle School to age 13.
Further details available from the Headmaster. (57964) 205624

### BERKSHIRE

**CHEAM SCHOOL**
Two young graduates required in September 1984 to teach a suitable combination of Senior Geography, Middle English and Junior Latin/General Classics in this boarding preparatory school for 148 boys. Ability to coach rugger or games essential. Will welsh heavily in a candidate.
Apply for further details to The Headmaster, Cheam School, Newplace Road, Newbury RG18 9JD. (57214) 205624

### CAMBRIDGESHIRE

**KIMBOLTON SCHOOL**
Kimbolton, Huntingdon
(H.M.C. PVSS page 167)
Required for September 1984, a PREPARATORY DEPARTMENT (fully co-educational 4 - 11)
A Teacher of GENERAL SUBJECTS (with the times and willingness to help with games and extra-curricular activities an advantage.
Kimbolton Salary Scale.
Application to reach the Headmaster, Kimbolton School, Huntingdon, Cambs. PE18 0EA, as the post is imminent, together with curriculum vitae and name of referee. (54470) 205624

### DERBYSHIRE

**PRE-PREPARATORY TEACHER** required in SEPTEMBER 1984 to teach 4½ to 8 year olds. Some experience essential. Single resident accommodation. Burnham Scale 1 and Government Superannuation.
Reply with full details and telephone numbers of two referees to Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire. (57014)
205624

### DERBYSHIRE

**PRE-PREPARATORY TEACHER** required in September to teach 4½ to 8 year olds. Some experience essential. Single resident accommodation. Burnham Scale 1 and Government Superannuation.
Reply with full details and telephone numbers of two referees to Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire. (57014)
205624

### DORSET

**PORT REGIS**
Motcombe Park, Shaftesbury
250 co-ed. 7 - 14
JUNIOR FORM TEACHER (8 - 9s)
Required September. Young, enthusiastic person offering experience in Netball and wide interests. Young staff. Fabulous facilities. 135 acre site. Single Resident accommodation, above Burnham.
Phone and CV to Headmaster. (60975)
203624

### EAST SUSSEX

Prep. school Teacher for general subjects and some games required to commence Summer Term, plus with out-of-school activities and supervision expected.
Apply in writing with CV and two referees to: The Principal, Wilton House School, Nr. Battle, East Sussex. (57303)
205624

### HEREFORD & WORCESTER

**BROMSGROVE LOWER SCHOOL**
Bromsgrove
IAPS - boarding & Day Co-educational - 300 pupils
A permanent teacher of staff is required for September 1984 to teach General Subjects. An ability and willingness to enter fully into school life and take a positive part in games is essential.
Accommodation can be provided for a single person. Salary according to Burnham and Government Superannuation scheme in force.
Applications should be sent in writing to J.C. Page Esq., Clerk of the Lower School Governors, Bromsgrove School, Road, Bromsgrove, Worcs., together with the names and addresses of two referees and full details of curriculum vitae. (60909)
203624

### HERTFORDSHIRE

Junior boys in Private school. This post is initially for one term only but might become permanent.
Burnham Scale plus London Allowance.
Hours time between 9.15 am and 3 pm weekdays to Redlett, Herts. 6812. (57682)
205624

### KENT

**THE JUNIOR SCHOOL OF ST. LAWRENCE COLLEGE (TWO MIDDLE SCHOOL TEACHERS**
required for September 1984 (due to increased numbers) with special interest in 8 to 10 year age group. Among subjects to be offered should be Maths and English. An energetic and enthusiastic teacher, committed Christian, keen on Boarding School life, is sought. Ability to coach Hockey/Rugby an advantage and to help with extra curricula activities.
Salary above Burnham.
Applications with C.V. and names of two referees to: The Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AE. Tel: Thanet (0843) 592266.
203624

### KENYA

**BANDA SCHOOL**
Naivasha
Required for September 1984 qualified class teacher for the 7 - 8 year old age group. The school is on the edge of the Naivasha game park and is a member of the G.S.A.
(54279) 205624

### KENYA

**NAIROBI SCHOOL**
Nairobi
Required for September 1984, qualified for September 1984, qualified teacher to take any combination of subjects in the 11 - 18 year old age group. The school is situated on the edge of the Nairobi game park and is a member of the G.S.A.
(A.P.S. a member of the State.
For further details please write to the Headmaster, Banda School, Box 54723, Nairobi, Kenya. (54478)
205624

### LIVERPOOL

Qualified teacher required for September 1984 in The Hall Junior School with experience with 7 - 9 year age group. Opportunity for a year responsibility for a year old department. Salary is based on Burnham Scale, plus School Allowance.
Application must include a full cv and names of two referees and should be made to The Headmaster, The Hall, Prescot Road, Liverpool, L14 3NQ. (60080) 205624

### LONDON NW3

**SOUTH HAMPSTEAD HIGH SCHOOL**
G.P.D.S.
18 Netherhall Gardens, London NW3 5TG
Required for April, experienced and enthusiastic FORM TEACHER for class of 8 year old girls in an academic and creative Junior school. Ability to teach Drama to Juniors, plus Inner London Allowance.
Apply by letter to the Head of Lower School, giving curriculum vitae and the names of two referees. (57443)
205624

### LONDON

**YESODEY HATORAH PRIMARY GIRLS SCHOOL**
N16 Stamford Hill, London
Suitably qualified and experienced teacher required immediately.
Please send C.V., names and addresses of 2 referees for a certificate interview. (57763)
205624

### SOMERSET

**KING'S HOUSE (KING'S COLLEGE)**
South Road, Taunton
Independent Preparatory Day School
(Girls 4 - 11) (Boys 4 - 8)
Required for September 1984, young, qualified teacher to teach Reception. Burnham Scale - Non resident.
House work with C.V. and names

## Other Appointments

### AVON COUNTY

**SOUTH BRISTOL TECHNICAL COLLEGE**
Dept. of General Studies
Winterstoke Road, Bedminster, Bristol BS3 2JP
**LECTURER II IN DOMESTIC SCIENCES** requires teacher with ability to teach Nutrition and Cookery/Catering, to C.G.C.E. 'O' and 'A' level standard and to take responsibility for cookery room.
Salary: £7,215 - £11,568.
Applicants should possess appropriate academic and professional qualifications and recent experience of 'A' level teaching.
Application forms and further details and application form returnable by 23rd March, from Chief Administrative Officer, (address as above).
Re-advertisement. Previous applicants need not re-apply.
Avon is an equal opportunities employer. (57737) 220026

### BUCKINGHAMSHIRE

**COUNTY COUNCIL AMERSHAM COLLEGE OF FURTHER EDUCATION, ART AND DESIGN**
**DEPARTMENT OF TECHNICAL AND SCIENTIFIC STUDIES:**
**LECTURER GRADE II IN ELECTRONICS/PHYSICS**
Required as soon as possible to teach 'O' and 'A' level Electronics together with some Physics. The appointee will be required to take charge of Electronics and to develop and to take responsibility for microprocessors, electronics and microcomputers will be an advantage.
Salary: £7,215 - £11,568 at present Prince Allowance of £858 per annum.
Application forms and further details available on receipt of s.a.e. from Head of Department, Technical & Scientific Studies, Amersham College of Further Education, Art & Design, Stanley Hill, Amersham, Bucks. HP7 9HN to be returned by 16 March, 1984. (60050) 220026

EAST HERTS COLLEGE
TURNFORD

## PRINCIPAL

Applications are invited for the post of Principal of this Group V College. The present Principal Mr L. K. Street, will be retiring at the end of August, and it is hoped that the successful candidate will be able to take up the appointment in September 1984.

The College is situated in modern buildings on a pleasant 23 acre site at Turnford which is between Broxbourne and Cheshunt on the A1170 close to the new A10, and approximately 15 miles from London. It provides a very wide range of courses to meet the needs of local industry and commerce and is the centre for social, cultural and recreational activities in the area.

Applications, by letter, should be submitted by 23rd March, 1984 to the County Education Officer (Ref: GHM), County Hall, Hertford SG13 8DF, from whom further particulars are available.

(9182)

Hertfordshire County Council

## Colleges of Further Education

### Heads of Department

### AVON COUNTY

**WESTON-SUPER-MARE TECHNICAL COLLEGE**
Knightstone Road, Weston-super-Mare, Avon
BS23 2AL
**HEADS OF DEPARTMENTS:**
Science, Technology & Mathematics (Grade V)
General and Social Studies (Grade IV)
Applications are invited for the above appointments which are expected to be made from 1st September 1984.
Full details and application forms from: The Principal, Tel: 0934 81301.
Closing date: 18th March 1984. (57434)
220018

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (55328)
220018

EDUCATION DEPARTMENT
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION

## PRINCIPAL (Group 5)

Applications are invited from graduates with a broad background in further education and substantial administrative experience at a senior level. The vacancy arises from the retirement of the present Principal. The appointment will take effect from 1st September, 1984. Salary related to the Unit Total (currently £20,397).

*Application forms and further details are available from the Director of Education, (Ref. FE/WTF), P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN and should be returned by 19th March, 1984.*

borough of sunderland

Metropolitan Borough of Stockport
STOCKPORT COLLEGE OF TECHNOLOGY

## VICE PRINCIPAL

(Group 9)

Applications are invited from suitably qualified and experienced persons for the post of Vice Principal of this large college which will become vacant on 1st September, 1984, on the retirement of the present holder.

Application forms and further details may be obtained from:

The Principal,
Stockport College of Technology,
Wellington Road South,
Stockport SK1 3UQ.
Tel: 061-480 7331.

to whom completed applications must be returned by the closing date, 21st March, 1984.

(6249)

ilea Inner London Education Authority

PADDINGTON COLLEGE
25 Paddington Green, London W2 1NB.
Telephone 01-402 6221

## Head of Department (Grade V)
Applied Science

Applications are invited for this important post, available from 1st September, 1984 in a large and thriving institution, following the promotion of the present post-holder to a Vice-Principalship of this College.

The Applied Science Department has courses at Certificate and Advanced level in Medical Physics and Physiological Measurements, Prosthetics and Orthotics, Science Laboratory Technology, Animal Technology, Photography and a number of short courses for technical workers.

Candidates should be well qualified with substantial experience of academic leadership and administration in further education.

This salary is in accordance with the Burnham (FE) Report on a scale £15,990 to £17,091 plus £967 Inner London Allowance.

*Further details and application forms may be obtained from the Clerk to the Governors, to whom they should be returned by 16th March, 1984.*

ILEA is an equal opportunities employer.

(9149)

**CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL**

**WAKEFIELD DISTRICT COLLEGE**

# HEAD OF STUDIES

**(H.O.D. Grade IV)**

# COMMUNICATION AND LANGUAGE

Applications are invited from qualified and experienced candidates for this key post in this progressive Tertiary College.

Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

(9108)

**EAST HERTS COLLEGE**
**Turnford Broxbourne Herts EN10 6AF**
**Hoddesdon (0992) 466451**

## DEPUTY HEAD

**Department of General Education (Senior Lecturer)**

Applications are invited from suitably experienced candidates for the post of Deputy Head of this Grade IV Department.

Candidates should be graduates in Humanities or [illegible] Trained and have broad [illegible]

Further details and application forms, returnable within two weeks of appearance of this advertisement, may be obtained from the Principal's Secretary.

(9146)

Hertfordshire County Council

**BEDFORDSHIRE EDUCATION SERVICE**

**BARNFIELD COLLEGE (Luton)**

New Bedford Road, Luton. Tel: 0582 507531

**School of Food Technology and Fashion**

Required from 1 September 1984

**SENIOR LECTURER to lead Hairdressing & Beauty Division**

An experienced tutor with innovative flair and administrative ability is required to lead the Hairdressing Division which offers a range of full and part-time courses to City and Guilds Advanced level. The Division enjoys a high reputation and has potential for expansion and diversification.

Applications are invited from those who have relevant professional qualifications, and a breadth of expertise and experience gained at senior level in education and industry. Salary in the range £10,683–£13,443 (under review).

**LECTURER I – Beauty**

A tutor familiar with City and Guilds Manicure and Cosmetic Make-up courses is required to teach full-time hairdressing students and others who attend part-time. This is a new post and as sole subject specialist located within Hairdressing Division, course development ability is sought.

Applications are invited from those who have advanced professional qualifications and good commercial experience. Teaching experience and/or qualifications advantageous. Salary in the range £6,649–£9,735 (under review).

Application forms and further details may be obtained from the Chief Administrative Officer at the College, returnable within 14 days of the appearance of this advertisement.

*Bedfordshire County Council is an Equal Opportunities Employer.*

Barnfield College (Luton)

**COLLEGES OF FURTHER EDUCATION**
continued

**BRENT**
LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A.K. Barnard, B.Sc., Ph.D., C.Chem., F.R.S.C., F.I.S.A., F.Coll.P.
DEPARTMENT OF SCIENCE
LECTURER II IN COMPUTING for 1st May 1984, or as soon as possible thereafter.
The successful candidate to this post will be expected to teach Computer Studies at GCE (O Level) and 'A' level and BTEC National Diploma and Certificate courses. The Department also runs a Computer Literacy courses for YTS students. An ability to teach the Small Business Systems and Information in Organisation modules of the BTEC National Computer Studies courses would be an advantage. Fluency in Basic, Pascal and Cobol is desirable.
Salary Scale: Lecturer II: £8,503 to £12,555 (inc. London Allowance).
Brent is an equal opportunities employer. Brent is fundamentally committed to multi-cultural education. (SAE) Application forms from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01-451 2411), returnable within 14 days. (57850) 220026

**CAMBRIDGE**
CAMBRIDGE COLLEGE OF FURTHER EDUCATION
Newmarket Road, Cambridge CB5 8EQ
Tel: (0223) 357545

**TUTOR/LIBRARIAN L1/L2**

A Tutor/Librarian is required to establish and develop the new Library in this expanding college. The grading of this post is subject to the College receiving M.S.C. funding to operate an Open Tech. 'Node'. This 'Node' is being proposed jointly with the Cambridgeshire College of Arts & Technology.

The successful applicant will be expected to play a major role in developing the College's Open Tech. provisions.
Salary scale: L1 £5,649 - £9,735.
L2 £7,215 - £11,568.
Applicants should be participants in Open Tech. work.
An interest in teaching adult students is essential. A commitment to Open Learning is essential and teaching training will be an advantage.
Details and application forms are available (send s.a.e.) from the Principal, Mersh. (01-7192) or 220026.

**DERBYSHIRE**
THE NEW CHESTERFIELD COLLEGE
(formed by the merger of Chesterfield College of Arts and Crafts and Chesterfield College of Technology)

**LECTURER GRADE II PHYSICAL EDUCATION**

Applications are invited for the above post to start on 1st September 1984. Candidates should preferably be teacher trained graduates and have a good Physical Education background, experience in further Education and Sports Hall management being a further advantage.
Further details and application forms are available from the Principal, Chesterfield College of Arts and Crafts, Infirmary Road, Chesterfield on receipt of a stamped addressed envelope. Closing date MONDAY 12th MARCH 1984.
Derbyshire County Council is an Equal Opportunities Employer. (9107)

**DORSET**
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
Applications are invited from suitably qualified individuals for the following posts on the academic staff from 1 September 1984:
BUSINESS STUDIES.
Lecturer Grade I in Business Administration, and related subjects (Post SC 4084).
Lecturer Grade I in Economics with either Banking or Marketing as supporting fields (Post ST 4020).
HAIRDRESSING
Lecturer Grade I in Hairdressing (Post ST 2015).
SCIENCE
Lecturer Grade I in Chemistry, preferably able to offer Physics as a supporting field (Post ST 4024).
Lecturer Grade I in Science for Hairdressing and Cosmetics (Post ST 4028).
COMPUTING
Lecturer Grade II in Computer Applications (Post ST 3070).
Lecturer Grade I in Computer Applications, preferably able to offer some Mathematics (Post ST 4013).
MATHEMATICS
Lecturer Grade I in Mathematics (Post ST 1099).
ART AND COMMUNICATIONS.
Lecturer Grade I in Communication Skills and Social Studies (Post ST 4021).
Lecturer Grade I in Art, Craft and Design (Post ST 2048).
CATERING AND HOTEL OPERATIONS.
Lecturer Grade I - Specialist in Patisserie (Post ST 4031).
BUILDING
Lecturer Grade II in Building & Civil Engineering Studies (Post ST 3914).
Lecturer Grade I in Building Mechanical Services (ST 4032).
SALARY SCALES: Lecturer I (£6,649 - £9,735 p.a.)
Lecturer II (£7,215 - £11,568).
Further details and application forms are available from Principal's Secretary, North Road, Parkstone, Poole (Tel: 0202 747000).
Completed forms returned within 2 weeks of the date of this advertisement. (57674) 220026

**EAST DEVON**
EAST DEVON COLLEGE OF FURTHER EDUCATION
East Devon
Acting Principal: L.A. Egginton, M.B.E., F.R.S.A.
LECTURER II IN HAIR CATERING SUBJECTS
(£6,649 - £9,735)
Required for 1st May or as soon as possible thereafter. (Candidates who are not able to start until 1st September will be considered). Some of the teaching will be C and G and 706-2 and at the Exmouth Tan Hill Further Education Unit.
Application details and application forms are available from the Principal, East Devon College, Blackdown House, Honiton, Devon. Closing date for applications 16th March 1984. (9111) 220026

**HERTFORDSHIRE**
CASSIO COLLEGE
Hempstead Road, Watford, Herts. WD1 3RE
LECTURER II IN ACADEMIC & SOCIAL STUDIES
Required from 1 May 1984 or as soon as possible thereafter.
LECTURER GRADE II: in Social Work Education to join a team of Social Work Tutors preparing an integrated approach to Social Work Education on CSS and ICSC courses.
Teaching and course administration will primarily be on Units and Elderly and interactive skills. Applications are invited from candidates who have experience in one or more of the following: Residential, day care or field social work with children, mentally and physically handicapped and the elderly.
Applicants should be professionally qualified or equivalent with relevant experience.
Salary: Burnham Lecturer II £7,215 - £11,568, plus £252 Fringe Allowance.
Application forms and further details from and on receipt of a s.a.e. Closing date 12th March 1984. (9112) 220026

**KENT**
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Applications invited for the full-time post of Lecturer I in Accounting Studies for May 1984 or as soon as possible thereafter in an expanding Catering Studies Department.
The person appointed will have experience in Hotel and Catering Industry and will be able to teach such courses. Although teaching experience would be useful it is not essential.
Application forms and further details are available from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent, DA1 2LU. Tel: Dartford 25471. (60056) 220026

**KIRKLEES**
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
LECTURER II TECHNICIAN & MV ENGINEERING TEMPORARY LECTURER I - ELECTRONICS
Required temporary for one year only, to commence as soon as possible. Candidates should have a wide industrial experience and be qualified up to HNC/D or degree standard.
Salary (Burnham Scale) Lecturer I £6,649 - £9,735 p.a. Incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.
Application forms & further particulars from the Principal to whom completed forms should be returned within 14 days of the appearance of this advertisement. Please quote Ref: HTC456. (57610) 220026

**LANCASHIRE**
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
WIGAN TUTON COLLEGE
St. Vincent's Road, Pulwood, Wigan
Required as soon as possible.
LECTURER II IN COMPUTER STUDIES
Computer Studies/Computer Science to C.S.E., 'O' and 'A' level standard and BTEC National and National Award units.
Application forms and further information from the Director of the College. Closing date for receipt of applications 28th March, 1984. Ref: 791. (57601) 220026

**LANCASHIRE**
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
WIGAN TUTON COLLEGE
St. Vincent's Road, Pulwood, Wigan
Required as soon as possible.
LECTURER II IN HAIRDRESSING
Applications invited for the post of Lecturer II in Hairdressing to teach City and Guilds Hairdressing courses at Advanced level.
Application forms and further particulars from the Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement. Please quote Ref: HTC457. (57611) 220026

**LONDON**
Inner London Education Authority
ISLINGTON SIXTH FORM CENTRE
(1) Teacher of Languages (Scale 3) (2) Teacher of Art and Design (Scale 3).
See the full advertisements under the appropriate sections of Secondary Education. (57574) 220026

**LANCASHIRE**
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
BLACKPOOL & FYLDE COLLEGE OF FURTHER AND HIGHER EDUCATION
FACULTY OF SCIENCE AND TECHNOLOGY
Department of Engineering Technology
LECTURER II - ELECTRONICS ENGINEERING
(Ref: STb.2.18)
To teach and develop work in the field of microelectronics and microprocessors up to HNC level.
For further particulars and application forms apply to: The Principal, Blackpool and Fylde College of Further and Higher Education, Ashfield Road, Bispham, Blackpool FY3 ORS.
Closing date: 12th March 1984. (57655) 220026

**LINCOLNSHIRE**
BISHOP GROSSETESTE COLLEGE
Lincoln LN1 3DY
TUTOR IN THE DEPARTMENT OF TEACHING STUDIES with special reference to the DEVELOPMENT OF SCIENCE at the primary state, required for September 1984.
Appointment at Lecturer/Senior Lecturer Scale.
The person appointed will be required to develop science courses for the B.Ed. and in-service programmes.
There is the possibility of residential accommodation being available.
Details and application forms from the Principal (Tel: (0522) 873471) (57590) 220026

**LONDON**
Inner London Education Authority
ISLINGTON SIXTH FORM CENTRE
(1) Teacher of Languages (Scale 3) (2) Teacher of Art and Design (Scale 3).
See the full advertisements under the appropriate sections of Secondary Education. (57574) 220026

**CITY OF COVENTRY**
**TILE HILL COLLEGE OF FURTHER EDUCATION**
Principal: Dr H. E. Avery

Applications are invited for the post of

# Lecturer I Grade

**(Social Care)**

from qualified graduate social workers to teach social care/nursery nurse courses within the Department of Social Care.
Salary: £5,649 – £9,735 (under review).
Application forms and further particulars are available from the Principal, Tile Hill College, Tile Hill Lane, Coventry CV4 9SU, to whom applications should be returned within 14 days of this advertisement. Telephone Coventry (0203) 461444 ext. 224.
AN EQUAL OPPORTUNITY EMPLOYER
(9110)

Tayside Regional Council

**FURTHER EDUCATION**
**PERTH COLLEGE OF FURTHER EDUCATION**
**BRAHAN ESTATE, CRIEFF ROAD, PERTH**

Applications are invited from suitably qualified and experienced persons for the following post:

**LECTURER B IN LIFE AND SOCIAL SKILLS**
**Salary Scale £7,644 - £10,413**

A qualification and/or experience in drama or film production would be an advantage.
Application forms and further details may be obtained from The Principal at the above address to whom completed applications should be returned by Friday, 16th March.

**FIFE REGIONAL COUNCIL**
**EDUCATION COMMITTEE**
**LAUDER TECHNICAL COLLEGE**
**LECTURER B – COMPUTING**

Applications are invited from suitably qualified and experienced persons for the above post.
Duties will involve teaching computer programming and applications in a wide range of existing courses and assisting in the development of new courses to meet the needs of technological change.
Experience is desirable in one or more of the following: programming, industrial/commercial applications, software development, micro-electronics.
Teaching experience would be an advantage but is not essential.
Salary: Lecturer B £7,644/£10,413
Application forms are obtainable from the Director of Education, Regional Offices, Wemyss Field, Kirkcaldy to whom they should be returned by Friday, 16th March, 1984.
Further details of the post can be had from the Principal, Lauder Technical College, Halbeath, Dunfermline. Telephone: 72620 (9190)



**COLLEGES OF FURTHER EDUCATION**
continued

**LINCOLNSHIRE**
STAMFORD COLLEGE FOR FURTHER EDUCATION
Applications are invited for the following Lecturer I posts to be filled from 1 September 1984:
(a) ENGLISH LANGUAGE/LITERATURE and COMMUNICATION STUDIES
(b) SOCIOLOGY/PSYCHOLOGY
(c) ART/CRAFT
For further details and application forms write to: The Principal, Stamford College for Further Education, Drift Road, Stamford PE9 1XA. (57748) 220026

**MANCHESTER**
CITY OF MANCHESTER
Education Committee
Lecturer II in Electronic Engineering
Required at the Wythenshawe College of Further Education. Department of Electronics. A suitably qualified person with acceptable industrial experience is required to teach industrial Electronics with main current applications to students on the Technician Engineering Courses at Wythenshawe and all other relevant courses being offered within the Department.
This post has responsibility for developing micro-electronic work offered by the Technology Department.
Teacher Training and/or services in Further Education would be an advantage.
Application forms and details from the Senior Administrative Officer, Wythenshawe College of Further Education, Moor Road, Manchester M23 9SQ. Tel: 061-998 0181. Closing date: 12th March 1984. Re-advertisement. (57171) 220026

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
BADNOR COLLEGE OF FURTHER EDUCATION
Llandrindod Wells (0597) [illegible]
Required for September 1984
LECTURER IN COMPUTER STUDIES (Grade II) to teach Computer Studies/Computer Science to C.S.E., 'O' and 'A' level standard and BTEC National and National Award units.
Application forms and further information from the Principal of the College. Closing date for receipt of applications 28th March, 1984. Ref: 791. (57601) 220026

**NORFOLK**
NORFOLK COLLEGE OF ARTS AND TECHNOLOGY
Required for 1st September 1984
LECTURER GRADE II IN TOURISM STUDIES
Applications are invited from suitably qualified and experienced candidates for this new post to be established in September 1984.
LECTURER GRADE II IN PHYSICAL EDUCATION
To take part in the development of full-time courses in physical education and leisure examination courses. An ability to coach Rounders, Netball, Basketball with a physique equipped and active section would be a further advantage.
Salary scale: Lecturer Grade II £7,215 - £11,568 (Current Burnham Scale).
LECTURER GRADE II IN PSYCHOLOGY
Grade II £7,215 - £11,568 (Current Burnham Scale).
Application forms and details from Chief Administrative Officer, Norfolk College, Tennyson Avenue, King's Lynn, Norfolk on receipt of request with stamp. (57355) 220026

**NORFOLK**
NORFOLK COLLEGE OF ARTS AND TECHNOLOGY
Required for 1st September 1984
LECTURER GRADE II/HEAD OF FASHION AND BEAUTY SECTION.
Salary scale: £7,215 - £11,568 per annum.
LECTURER GRADE I IN HAIRDRESSING.
Salary scale: £5,649 - £9,735 per annum.
The above posts are for both the current Burnham Scale. Entry point to scale dependent upon age, qualifications and experience.
Application forms and full details of both posts available from Chief Administrative Officer at the College, Tennyson Avenue, King's Lynn, Norfolk on receipt of request with stamp. (57355) 220026

**OLDHAM**
OLDHAM COLLEGE OF TECHNOLOGY
Rochdale Road, Oldham OL9 6AA
Tel: 061 6245214
Required from 27th August 1984
LECTURER GRADE II.
84/1 Micro electronics (Experience in microprocessor software would be an advantage).
LECTURERS GRADE I
for the following posts.
84/2 Mathematics and Computing
84/3 French and German
84/4 Electronics
84/5 Literacy/English
84/6 Numeracy/Mathematics
84/7 Music ('O' and 'A' level and Foundation Course)
84/8 Theatre Studies (Foundation Course)
84/9 Music and Drama (Performing Arts Foundation Course)
84/10 Ceramics and Sculpture
84/11 General Art (Vocational and Foundation)
84/12 General Art
84/13 Business Studies and Computing
84/14 Business Studies and Distribution
Application forms and further details from Central Support Unit enclosing s.a.e. marked with reference number(s) of post(s).
Application forms to be returned by 14th March. (57657) 220026

**NORTHUMBERLAND**
HM YOUTH CUSTODY CENTRE
Castington, Morpeth, Northumberland
LECTURER II
TEACHER AND DEPUTY TO EDUCATION OFFICER
Applications invited from qualified experienced teachers for post in charge of educational establishment for young male offenders aged 18 - 21 years.
Post will combine a teaching commitment with delegated administrative responsibilities under direction of Education Officer. Successful candidate will be part of developing a broad education programme for young offenders within expanding department.
Teaching involvement may be in vocational training, micro-computer, communication studies and aspects of personal development and group work. Previous experience within these areas and in residential facilities will provide an opportunity to gain managerial experience.
Salary: Lecturer Grade II (Burnham Education Report).
Scale Reformable 16.3.84.
Apply: Education Officer, Box 1, Morpeth NE61 2EJ. (57141) 220026

**SUFFOLK COUNTY COUNCIL**
H.M. YOUTH CUSTODY CENTRE
Hollesley Bay Colony, Near Woodbridge
Appointment of Full-time Tutor in Social and Life Skills - Lecturer Grade I
Applications are invited from mature, qualified and experienced teachers who have some knowledge of Social and Life Skills subjects preferably who have taught these subjects in some depth and with experience in a penal establishment.
Salary Scale Burnham F.E. Lecturer Grade I £6,649 - £9,735 per annum.
Further particulars and application forms from County Education Officer (ref. TM.6), Education Department, Grimwade House, Ipswich IP4 1LZ (s.a.e. please).
Closing date for applications 23 March 1984. (57692) 220026

**WARWICKSHIRE**
MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Warwick New Road, Leamington Spa CV32 5JE
Department of Pure and Applied Sciences
Senior Lecturer - Section Head - in charge of Computing and Information Technology (To commence 1st September 1984).
Applications for this post should be graduates or hold graduate equivalent qualifications and possess a Certificate in Education. Industrial or commercial experience lively, flexible and creative (for systems analysis will be an essential attribution) and should have the energy, enthusiasm and initiative to develop a substantial development programme in this particular field.
Application forms and further details from the Principal's Secretary (s.a.e. please). Completed application forms to be sent within 14 days of appearance of this advertisement. (60908) 220026

**University Appointments**

**AUSTRALIA**
THE UNIVERSITY OF WESTERN AUSTRALIA
Perth
CHAIR IN EDUCATION
Applications are invited for appointment to the Chair in Education to be vacated on the retirement on 31st December 1984 of Professor T.A. Priest. There is one other Chair in the Department, that held by Professor M. Scriven.
Applicants with interests in any major area of Education will be considered for appointment to this Chair.
The current salary for the appointment is $A48,991 per annum. Benefits include superannuation, passages to Perth for appointee and dependent family, removal allowance, study leave and long service leave, eligibility for interstate travel grants and housing assistance. Further information including conditions of appointment may be obtained from the Staffing Officer of the University, or the Secretary-General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.
Applications in duplicate stating full personal particulars, qualifications, experience and the names and addresses of three referees and relevant recent photograph should reach the Staffing Officer, University of Western Australia, Nedlands, Western Australia 6009, by 31st MAY 1984. (57894)£30000

**BIRMINGHAM**
THE UNIVERSITY OF ASTON IN BIRMINGHAM
DEPARTMENT OF MODERN LANGUAGES
LECTURER/TIP IN FRENCH
Applications are invited for the above appointment in the Department of Modern Languages. The Department consists of specialists in French, German and Russian studies, each of which is offered as a single honours subject, as a joint/combined undergraduate degree scheme, and two taught Masters degrees. Facilities also exist for research students to pursue individual projects to M.Phil and Ph.D.
The 'ideal' academic background for this post would be a first degree in French, followed by a research postgraduate degree in contemporary French political or social history and the ability to lecture and give seminars in French.
The appointment will be for a period of three years initially, with the possibility of renewal or subsequent transfer to a continuing appointment. Initial salary will be within and up to the maximum of the range £7,190 to £14,125 per annum.
Application forms and further particulars may be obtained from the Registrar (quoting Ref: 3926/5), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. Tel: 021 359 3611, Ext. 4564. Closing date for the receipt of applications is 23rd March 1984. (57718) 220026

**CAMBRIDGESHIRE**
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
Applications are invited from history graduates, preferably with at least five years' recent teaching experience to GCE Ordinary and Advanced levels for the post of Assistant to the Secretaries. Experience of examining or of educational administration would be an advantage. It is expected that the person appointed will be in the age range 25 - 35. Salary is on a scale from £8,978 to £11,618 (annual review date 1 April). This post was previously advertised in November 1983: previous applicants need not re-apply.
Further information is available from the Deputy Secretary, Local Examinations Syndicate, 1 Trinity Road, Cambridge CB2 1SQ, to whom applications (ten copies) and the names of three referees should be submitted by 15 March 1984. (845737) 220000

**LANCASHIRE**
THE UNIVERSITY OF MANCHESTER
DEPARTMENT OF FRENCH STUDIES
TEMPORARY (9 MONTHS) LECTURER IN FRENCH STUDIES
Applications are invited for the above temporary lectureship, tenable from 1 October 1984 to 30 June 1985, in the Department of French Studies. Candidates should have a postgraduate degree and/or research and teaching interests in either contemporary French literature or institutions or the French theatre, together with an ability to teach the contemporary French language to undergraduate level. The appointee will be paid within the first three points of the Lecturer Scale (£7,190 - £8,280).
Further particulars may be obtained (quoting reference L021B) from the Establishment Officer, University House, Salford, Lancashire M5 4WT, where applications (six copies) naming three referees should be sent by 20 March 1984. (874871) 220000

# ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £6,649-£9,735 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,215-£11,568. SENIOR LECTURER £10,683-£12,555 (new) £13,443. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £987. ILEA is an equal opportunities employer.

**HAMMERSMITH AND WEST LONDON COLLEGE**
Gliddon Road, Barons Court, W14 9BL
PRINCIPAL LECTURER (VOCATIONAL PREPARATION (Redvertised)
Deputy Head of Department with particular responsibility for staff and curriculum development in integrated vocational preparation courses.
SENIOR LECTURER (2) CATERING/COOKERY (Redvertised)
To plan and teach on catering and related pre-vocational and YTS courses.
Must have organising and good teaching experience.
LECTURER II (3) PAINTING & DECORATING (Redvertised)
To lead a group of staff teaching painting, decorating, and glazing. Candidates must be well-qualified and have substantial teaching experience.
LECTURER I (1) COMMUNICATIONS/SOCIAL & LIFE SKILLS (TEMPORARY)
To teach in these areas on pre-vocational and similar courses for one year during the absence of a teacher.
(5) MATHEMATICS (Redvertised)
To teach Mathematics to students on GCE 'O' and 'A' level and on the International Baccalaureate.
The foregoing posts are to commence in September unless otherwise stated.
For all posts preference is given to experienced teachers who are well-qualified.
Application form and further details are available from the Principal, Hammersmith and West London College, Gliddon Road, Barons Court, W14 9BL.

**KINGSWAY-PRINCETON COLLEGE**
Department of Creatives and Vocational Studies
LECTURER IN ARTS/METAL CRAFT/JEWELLERY
This multi-cultural college requires a skilled craftsperson to teach Arts/Metal Craft courses and the DATEC General Art & Design Course.
The person appointed would also assist in monitoring and assessing students on work experience in the industry.
Experience in the manufacturing industry and allied trades would be an advantage.
The successful candidate may be required to work for some weeks outside normal term times, taking time off in lieu.
Application forms and further details available from: Laura Connell, Teachers' Staffing Officer, Kingsway-Princeton College, Sidmouth Street, Grays Inn Road, London WC1H 0JB. Tel: 01-278 0341, ext. 244.
Closing date: 20 March 1984.

**MERCHANT NAVY COLLEGE**
Greenhithe, Kent DA9 9NY
Department of Electronic Engineering
Required from 1 May, or as soon after as possible, a LECTURER I in Electronics and Communication Engineering. Applications are invited from suitably qualified and experienced persons to teach these subjects to TEC Diploma level.

Fringe Area Allowance £258.
Application forms, returnable within two weeks of the date of this advertisement, and further details from the Senior Administrative Officer at the College. Tel: 0322 845050

**PADDINGTON COLLEGE**
Department of Applied Science
25 Paddington Green, W2 1NB.
Tel: 01-402 6221
LECTURER II IN BIOLOGICAL ENGINEERING.
Applications are invited from persons who possess a degree or equivalent qualification in engineering together with teaching and relevant industrial experience. Applicants should be prepared to teach engineering and materials science and other related subjects of the BTEC Higher National Diploma in Orthotics and Prosthetics. (Ref A/649).
LECTURER IN MEDICAL PHYSICS.
Applications are invited from persons who possess a degree or equivalent qualification in a physical or paramedical science and have some teaching or relevant experience. The person appointed will be expected to teach the specialist subject to students on BTEC National Certificate and Higher Certificate courses and to participate in the team teaching of other courses in the area of Medical Physics and Physiological Measurements. (Ref: A/637/2).

**Department of Continuing Education**
Bligh Avenue, W9 2NR.
Tel: 01-289 2381
LECTURER I on COURSE TUTOR for ACCESS B.Ed. required from September 1984. The successful candidate will be required to contribute to teaching across the department in one of the Social Sciences and should have experience of Mature Student Courses. This well-established course for students from minority ethnic backgrounds leads to a B.Ed. degree in conjunction with Polytechnics. A Course Tutor who is willing to pay meticulous attention to administration detail in addition to the considerable pastoral responsibilities is required.
Continuous assessment is a central feature of this course and organisational ability is essential. (Ref: C/634/5).
Application forms and further details available from the Principal, Department of Continuing Education.

**OF BUILDING & FURTHER EDUCATION**
Belmore Street, Wandsworth Road, SW8 2JY
Tel: 01-622 4511
Department of Continuing Education
SENIOR LECTURER – for COMMUNITY COURSES
This new and expanding department requires as soon as possible a Senior Lecturer to devise and develop new courses relevant to the needs of the local community. Additionally, the post holder will be responsible for enlarging community opening courses. Candidates should have considerable experience in Further Education and experience/knowledge of social services or youth and community provision.
Application forms and further details may be obtained from the Deputy Senior Administrative Officer (Ext. 7957/7960).
Completed application forms must be returned by no later than 16 March 1984.

**WOOLWICH COLLEGE**
Villas Road, Plumstead, SE18
Tel: 01-855 1216
LECTURER II in COMPUTING
Required to take charge of the subject in the department of Science and Mathematics. The post is vacant from Easter, but candidates not available until September should also apply.
Further details and application forms may be obtained from the Senior Administrative Officer at the College.
(9148)

**SCHOOL OF SCIENCE AND TECHNOLOGY**
Department of Electrical and Electronic Engineering
**LECTURER II/SENIOR LECTURER IN INDUSTRIAL MEASUREMENT & INSTRUMENTATION**
Post Ref: ST/0023
You should be a graduate (or equivalent) in an experience in measurement and instrumentation. You will be familiar with micro-processor/computer methods of process control, in addition to traditional control techniques. Membership of an appropriate professional institute at Chartered Engineer level is considered desirable for the post and you should preferably be teacher trained.
Salary £7,215 – £12,552 BAR – £13,443
Application form and further details are available from: Alan Hodgson, Staffing Officer, Bradford & Ilkley Community College, Great Horton Road, Bradford BD7 1AY.
Closing date: 12th March 1984.
(9107)
Taking up the challenge of tomorrow today!
Bradford & Ilkley COMMUNITY COLLEGE

**Lothian Regional Council**
**STEVENSON COLLEGE OF FURTHER EDUCATION**
**SENIOR LECTURER II In COMPUTING AND MICROTECHNOLOGY**
Salary on Scale: £10,413–£12,228
Required in the Department of Computing and Microtechnology. The ability to co-ordinate and develop new course material and raise effectively with industrial and commercial computer users is particularly important.
Applicants should hold a degree or equivalent qualification in Computer Science, and have experience in a wide range of computer applications.
**LECTURER B In PIANO TUNING**
Salary on Scale: £7,644–£10,413
Required to teach on the SCOTEC Piano Tuning and Repairing Course.
Applicants should hold an appropriate professional qualification and have extensive industrial experience.
Application forms and further particulars from: The Principal, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE. Tel: 031-453 6161. (9174)

**Acton Technical College**
**LECTURER I IN BUSINESS STUDIES**
Required for May 1984, to have some specialism in **Accounting and Marketing.** Experience relevant to development of courses for Small Business, would be an added advantage.
Write, or telephone 01-993 2344, for further details and application form to:
**Registrar, Acton Technical College, Mill Hill Road, Acton London W3 8UX.**
**Closing date 16th March, 1984.**
(9166)

Dukeries Centre and Community College

## Vice Principal

**(Campus and Outreach)**

**£13,395–£14,379 p.a. (PO range 11–14)**

The Dukeries Centre, situated in Ollerton, is a new development aiming to use space released by falling rolls in the Comprehensive School for the community. This is a joint venture between Nottinghamshire County Council and Newark District Council with some involvement of the Department of Education and Science. The public will have access to increased educational opportunities provided on the campus. There will be shared use of a library, a day centre for the elderly, a family centre and an agency base providing some part-time facilities for Local Authority, Central Government and Voluntary Bodies. There is already a Sports Centre, Youth Club and Residential Training Centre on site and an Adult Training Centre is to be provided for the mentally handicapped. The Centre has been described as a 'Place for the Family'.

This post is one of four Vice-Principals, and will be responsible for planning, promoting and co-ordinating all the activities on site which are not directly provided by the school. He/she will supervise central services including building, clerical, financial, health and safety and security services and will be a member of the senior management team responsible for the purposeful development of all aspects of the Dukeries Centre.

We require an imaginative innovator with a proven record of competence and administrative flair, in one or more areas of senior management. Good academic and/or professional qualifications would be an advantage. He/she must combine individual initiative with the ability to work harmoniously as a member of a corporate team, and be prepared to take a flexible stance where holidays and working hours are concerned.

Re-location expenses where appropriate.

Further details can be obtained from the Clerk of the County Council and Chief Executive at County Hall to whom letters of application with the names of two referees and a curriculum vitae, should be sealed, marked for the attention of the Principal, Dukeries Centre and Community College. Closing date 23rd March. Please quote ref: 145. (6111)

*An Equal Opportunity Employer*

Nottinghamshire

**HUMBERSIDE COLLEGE OF HIGHER EDUCATION PROFESSIONAL CENTRE FOR TEACHERS**

**TEACHER FELLOWSHIP**

**Curriculum Development 14–16**

Applications are invited for a one year full-time Fellowship by secondment at this College for the academic year 1984/85 to lead this DES project through its second year. Forms and further particulars are available from:

The Professional Centre for Teachers, School of Teacher Education, Humberside College of Higher Education, Inglemire Avenue, Hull HU6 7LU.

Persons wishing to discuss this challenging opportunity may telephone Dr Dennis Bates (0482) 42157.

*Closing date for receipt of applications: 16th March.* (6140)

HUMBERSIDE COLLEGE of Higher Education

## Deputy Manager

**£8,154–£9,660 p.a.**

The MURDOCH/TREVITHICK CENTRE caters for 150 mentally handicapped people at Redruth.

The person appointed must have had considerable experience in dealing with mentally handicapped adults, and should have a relevant qualification.

Application forms and further particulars from The Director of Social Services, County Hall, Station Road, Truro TR1 3AU. Closing date 16th March, 1984. Please quote ref. no. 124 when applying.

Cornwall

## UNIVERSITY APPOINTMENTS

continued

**GLASGOW**

UNIVERSITY OF GLASGOW

DEPARTMENT OF ADULT & CONTINUING EDUCATION

CONTINUING EDUCATION LIAISON UNIT

SENIOR LECTURESHIP

Applications are invited for a post at Senior Lecturer level for leader of the above Unit.

The successful applicant will be responsible to the Director of Adult and Continuing Education for setting up a special unit to co-ordinate and promote the provision of specialised continuing education courses. Initially the appointment will be for five years.

Salary will be within the range £13,815 - £16,995 on the scale for Senior Lecturers.

Further particulars may be obtained from the Academic Personnel Office, University of Glasgow, Glasgow G12 8QQ, where applications (8 copies) giving the names and addresses of not more than three referees, should be lodged on or before 24th March, 1984.

In reply please quote Ref. No. 12007. (3711/7) 280000

**LANCASTER**

THE UNIVERSITY OF LANCASTER

DEPARTMENT OF EDUCATIONAL RESEARCH

LECTURESHIP IN EDUCATIONAL ORGANISATION AND MANAGEMENT

Applications are invited for a teaching lectureship in Educational Organisation and Management to teach mainly on the A.A. in Education programme. Candidates should have had practical experience of management in the secondary or tertiary sectors, and a postgraduate degree in a relevant area of study would be an advantage.

Salary will be in the range £7,190 to £14,125 according to age, qualification and experience. Further particulars may be obtained (quoting reference 17/84) from the Establishment Sect. not later than 16th March 1984. (6068) 280000

**LONDON**

UNIVERSITY OF LONDON

British Postgraduate Medical Federation

THE CARDIOTHORACIC INSTITUTE

Research position up to phat doctoral level, for one year in the first instance, to join a group studying the regulation of collagen metabolism using in vitro (lung particular and tissue cultured) methods. Experience in least one of these techniques is essential.

Salary range £6,210 - £7,180 plus £1,184 London Weighting (expenditure on age and qualifications). Candidates must be free to take up the appointment no later than 1 April 1984. For further details on the project telephone Dr. G.J. Laurent, 01-836 3576.

Applications to include curriculum vitae, list of publications and names of three referees should reach The Secretary, Cardiothoracic Institute, Fulham Road, London SW3 6HP by 14th March 1984. (57439) 280000

**LONDON**

CENTRE FOR SCIENCE AND MATHEMATICS EDUCATION

(Chelsea College)

Research Opportunities

The Centre for Science and Mathematics Education invites applications from well-qualified persons who wish to carry out research in any of its areas of interest: assessment, concept development, learning, computer education, classroom studies, school and curriculum organisation, educational policy, education technology and what differences in education.

Suitably qualified candidates will be nominated for a SERC CASE award for a full time research studentship in the Centre. Also hopes to have one CASE studentship linked to particular research projects. Research Assistantships for 18 months and also be offered outside CASE awards. The Centre also offers full time and part time courses in science education, mathematics education, technology education and health education.

For further details please write to the Administrative Secretary, Centre for Mathematics Education, Chelsea College, Pulaski Road, London SW10 0QX. 280000

## Colleges of Higher Education

## Other Appointments

**LINCOLN**

BISHOP GROSSETESTE COLLEGE

Applications are invited for the post of Senior Lecturer in the Department of Teaching Studies, with special reference to work in the Early Years (N.Ed and in-service courses).

Recent experience with the 3 - 8 year age range is essential.

Residential accommodation would be available if required.

Further details from The Principal, Bishop Grosseteste College, Lincoln LN1 3DY. (65398) 340066

**MIDDLESEX**

WEST LONDON INSTITUTE OF HIGHER EDUCATION

CHRISTIAN EDUCATION MOVEMENT

(one year appointment in the first instance)

Required for September 1984 a SECONDARY SPECIALISM EDUCATION ADVISER (experienced qualified teacher, is possible with Adult Education for work in the RE Resources Centre and widely in the South of England).

Salary in accordance with the Lecturer II Grade for Teachers (i.e. £7,815 - £11,365 plus £645 Outer London Allowance).

Further information and application forms from The Vice Principal, WLIHE, Lancaster Avenue, Borough Road, Isleworth, Middx. TW7 5DU. (Tel: 568 8741. Ext. 217). Applications to be returned by first post 16th March. (54496) 340026

**DERBYSHIRE**

YOUTH AND COMMUNITY EDUCATION

YOUTH AND COMMUNITY WORKER

Chesterfield South

Applications are invited from suitably qualified Youth and Community Workers for this new post.

The Job entails:

(a) The management and support of Willow Rhodes School Youth Club and the Hasland Youth Centre.

(b) Using an Outreach work to the Birdholme and Boythorpe estates.

(c) Working with and within William Rhodes School to promote the development of Community Education provision.

Salary JNC 3 (5 to 7) £7,844 to £8,877.

Previous applicants will be re-considered.

Further details and application forms from R.S.C. Area Education Office, Newbold Road, Chesterfield S41 7PG.

Derbyshire County Council is an equal opportunity employer. (4639) 440000

**REDBRIDGE**

LONDON BOROUGH OF REDBRIDGE

HAINAULT FOREST JUNIOR COMPREHENSIVE ASSOCIATION

Manford Way, Chigwell, Essex IG7 6DG

WARDEN (FULL-TIME)

Applications are invited for the post of WARDEN for the Hainault Community Association. The post will be vacant from 1st April 1984. Preference will be given to qualified candidates who have experience of Adult Education and/or Community Centre work.

Salary will be paid in accordance with the JNC Report for Youth Leaders and Assistant Youth Wardens at present £6,178 - £6,783 plus £645 London Allowance (Qualified), or £5,067 - £5,703 plus £645 London Allowance (Trainee).

Further particulars and application forms may be obtained from the Director of Educational Services (Further Education), Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN. (Tel: 01-554 5030 Ext. 80). Closing date 23rd March 1984. (60908) 380000

COMMUNITY EDUCATION AND RECREATION OFFICER

Look under Youth & Community. (57458) 380000

## Youth and Community Service

## Adult Education

**DERBYSHIRE**

GOSFORTH SCHOOL

Studley Lane, Sheffield Woodhouse, Sheffield S13 7QY

For September or earlier qualified ADULT COMMUNITY WORKER.

Applicants should have experience in the area of Adult Education in the context of Community Education and be committed to the development of community education.

II. Burnham (F.E.) Lecturer

Application forms and further details from the Headmaster at the School (S.A.E. please). Previous applicants should write to say they wish their applications to be re-considered.

Derbyshire County Council is an equal opportunity employer. (4639) 380000

**BUCKINGHAMSHIRE**

On behalf of the Management Committee of Aylesbury Multi Cultural Centre Buckinghamshire County Council invite applications for the post of:

SENIOR YOUTH AND COMMUNITY WORKER JNC 3 1 - 3 Salary £6,415 p.a.)

A qualified youth and community worker or teacher is required as soon as possible for this exciting new project in central Aylesbury which is sponsored by the County and District Councils through Urban Aid Grants.

On behalf of the Multi Cultural Centre Management Committee, the successful candidate will be responsible for working with young people and community groups, particularly those of Afro Caribbean ethnic backgrounds, and the general development of the new centre.

Application forms and further details are available from Miss M. Hester, County Youth and Community Officer, Education Department, County Hall, Aylesbury HP20 1UZ, upon receipt of a stamped addressed envelope. (57352) 440000

**GRAMPIAN**

REGIONAL COUNCIL

Applicants should hold Diploma in Youth and Community Work or Adult Education and a relevant degree. Experience in Community Education.

AREA COMMUNITY EDUCATION OFFICER (Banff/Buchan).

Ref. 139/84TES. Part of a team responsible for Peterhead Community Centre and surrounding area. Exciting opportunity for development of community school links, work with Management Committee and promotion and development of a wide range of Community Education Work and activities for a diverse range of groups and organisations. Salary scale £11,058 to £12,102.

SENIOR COMMUNITY EDUCATION WORKER (Moray).

Ref. 140/84TES. Part of a team covering East Moray. Based at Speyside High School and Community Centre, Aberlour. Opportunities for innovative development work embracing whole range of Community Education services in large scattered rural area. Full driving licence essential. Salary scale £8,660 to £10,254 (plus an irregular hours supplement).

SENIOR COMMUNITY EDUCATION WORKER (North Kincardine).

Ref. 141/84TES. Based in Portlethen, covering area north of Stonehaven to Aberdeen City boundary. Opportunity to work in an area that has expanded and continues to change due to planned development. Salary scale £8,480 to £10,254 (plus an irregular hours working supplement).

Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date 1st March. (60901) 440000



## YOUTH + COMMUNITY

continued

**CAMBRIDGESHIRE**

CHESTERTON COMMUNITY JUNIOR SCHOOL

Community Education Development Officer

Applications are invited from experienced and suitably qualified applicants for this important post in a purpose-built community school with lettable premises, currently undergoing major refurbishment. Salary scale JNC 3 (£6,660 - £9,660).

The person appointed will be responsible to the Headteacher of the school for the development and promotion of community activities within its area and be directly responsible for the management of the use of the community facilities within the school.

The post calls for a man or woman with energy, drive and initiative.

Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB1 3AP (s.a.e. please). (57138) 440000

**HERTFORDSHIRE**

YOUTH & COMMUNITY DEPARTMENT

ASSISTANT COUNTY YOUTH & COMMUNITY TRAINING OFFICER

Applications are invited from professionally qualified and experienced Youth and Community Officers with tutorial and organisational ability for the post of Assistant County Training Officer in the Youth and Community Service.

The person appointed will work within the central team of Service, based at Hertford County Hall, Hertford.

Apart from having a primary responsibility for the training of Voluntary and Paid Staff and Young People the person appointed will also be involved in the assessment of information within the Service, Equal Opportunities.

Salary and Condition of Service are in accordance with the Chapman P.E. Report on Lecturers II. Scale: £11,815.00 - £11,568.00 plus Outer Fringe London Allowance of £645.00.

For further information and application forms please write to the County Youth and Community Officer, Education Department, County Hall, Hertford.

Closing date for applications: 16th March, 1984. (6141) 440000

**HERTFORDSHIRE**

DE HAVILLAND COLLEGE Borehamwood

YOUTH & COMMUNITY DEPARTMENT

A COMMUNITY WORKER is required to develop the use of the Maxwell Park Club, for young people as a member of the Borehamwood area team, contribute to the overall provision made by the Department.

The Club is voluntarily managed using substantially purpose-built premises, currently undergoing major refurbishment. Full use of facilities available for other community activities for the area.

Applicants must be qualified Youth and Community workers and be able to work with a wide range of people.

SALARY AND CONDITIONS OF SERVICE CONDITIONS

JNC Range 3 (points 3 to 7) £6,844 to £8,877 plus London Weighting £645 pa (or longer if appropriate) plus higher qualifications.

HOUSING: Some help with housing may be available.

Further particulars and application forms from Youth & Community Office, De Havilland College, Shendish, Hemel Hempstead, Herts. HP3 0NG (On Cotters Barr. Ext. 43 or 37). Tel: Potters Bar 51341.

CLOSING DATE: MONDAY 19th MARCH 1984. (60045) 440000

**LONDON**

Inner London Education Authority

YOUTH & COMMUNITY SERVICE

178 Lillie Road, Fulham.

NEIGHBOURHOOD YOUTH ASSISTANT YOUTH WORKER

Scale 2: £7,284 - £9,354

Worker required to join team on Youth project based in Hammersmith and Kensington and concerned with Youth Work development in the North Fulham area.

The project aims to enable and support groups of young people and local adults to develop their skills in youth work by working in partnership with the project.

Job descriptions and application forms available from Mr Mike Stewart, Youth & Fulham Area Head, 178 Lillie Road, London SW6 1UJ. Tel: 01-385 7474.

Further information from Mr Mike Stewart or Mr Mike Mays at RCH, 378 Lillie Road, London SW6 7PH. 01-385 9588. (57818) 440000

**HOUNSLOW**

LONGFORD SCHOOL

Tachbrook Road, Feltham, Middlesex

Tel: 01-890 0245

Headteacher: Mrs Joyce M. Higgins (Mrs.)

11 - 18 Mixed Comprehensive

No. on roll 1100 - 5th Form: 110 - 6th Form.

Required as soon as possible:

ORDINARY TEACHER (S.Sc.) TO PROVISION COMMUNITY SCHOOL

The post is for a teacher willing to promote the community school and to be involved in the community. Time will be given for the needs of all sections of the community and supervision of an evening school and adult education programme is essential part of the job.

We are looking for a challenging approach to community work and an openness to community needs for involvement in participation in Adult/Further Education or Youth Provision, and in projects with a community focus (age range 14 - 19).

Applications by letter in the first instance to Headteacher should include a clear statement on community schools and how the role of the teacher fits together with a full curriculum vitae.

CLOSING DATE: Friday March 16th, 1984.

ALLOWANCE PAYABLE £645 PER ANNUM.

AN EQUAL OPPORTUNITY EMPLOYER. (60078) 440000

**LONDON**

ASSISTANT YOUTH WORKER REQUIRED

Experience paid to work as part of a team of full time workers at this well established club in the E.C.1 Community Centre. Salary £6,660 per year age group 14 - 25 years.

The Club has a constantly changing membership and seeks to provide a social and recreational group for people new to the area. Recent Bengali London work with the unemployed and young women.

Driving licence an advantage. Salary and conditions of service in accordance of JNC Scale 3 (points 3 - 7) £6,660 to £8,877 plus London Weighting, includes London Allowance.

Application form and job description from the Federation Club Association, 13 Rosemore Road, London, NW1 6NE. Enquiries please ring Mike Greenhill on 01-272 7997 (Wakefield on 01-575 2417).

**LANCASHIRE**

COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

AREA YOUTH WORKER FOR BURNLEY AND ST. HARWOOD

Hyndburn/Ribble Valley

Required as soon as possible.

Scale 2: £7,284 - £9,354.

Pupils 1 - 5 EXPERIENCED YOUTH WORKER. Interest in media and visual arts an advantage.

Class teachers and Nursery Nurses required for September 1984.

E.S.L. experience valuable.

Please send C.V., copies of certificates, photo and testimonials to Headmistress, Mrs. Beryl Comer. (57177) 460000

## Overseas Appointments

**AUSTRALIA**

CANBERRA GRAMMAR

Canberra, Australia

An experienced, well-qualified teacher of Physics is needed to start on 10th September, 1984, to teach Form 1 to Sixth Form standard and General Science to Form IV. FOR TWO YEARS.

Canberra Grammar School is an Anglican Day and Boarding School with immately 1,020 boys from Pre-School to Sixth Form.

Application including a curriculum vitae, recent photograph and the names and addresses of three referees should be sent to the Headmaster, Canberra Grammar School, Monaro Crescent, Red Hill, A.C.T.2603, Australia, as soon as possible. (6589) 460000

**CANADA**

Independent school invites applications for academic year 1984/85 from

EXPERIENCED TEACHERS ONLY

For the following posts:

CHEMISTRY, BIOLOGY AND MATHS

Teaching experience with G.C.E. 'O' and 'A' Level standards is a must. Canadian citizens and permanent residents preferred.

Send curriculum vitae to: The Toronto French School, Personnel Department, [illegible]

**DUBAI**

AL ITTIHAD PRIVATE SCHOOL

P.O. Box 21266

Dubai, U.A.E.

Bi-lingual (Arabic/English) Primary School with large expatriate staff and 800 mixed Arab Students aged 3½ to 5 years.

Class teachers and Nursery Nurses required for September 1984.

Please send C.V., copies of certificates, photo and testimonials to Headmistress, Mrs. Beryl Comer. (57177) 460000

**DUBAI**

UNITED ARAB EMIRATES

RASHID SCHOOL

A Teacher of ARABIC required for September for Girls aged 11 - 14 to prepare them for the Cambridge Overseas 'O' Level examination. Single Female candidates, possibly of Arabic nationality should be completely fluent in English.

Please apply to Mr. F.J. Smith, Gabbitas-Thring Services Ltd., Broughton House, 6 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (57324) 460000

The Centre for British Teachers Limited

## PRE-UNIVERSITY COURSES: MALAYSIA

The Centre is recruiting teachers of ENGLISH for English and study skills courses for Malaysian students who will be taking up places at Universities in English speaking countries. Applications are particularly welcome from teachers with experience teaching Economics and British Constitution. This new project is part of a national plan to improve the standard of English of these students and to offer social orientation to prepare them for the studies overseas. The students are aged 18+ and are highly motivated.

The Centre is well-established in Malaysia and the new teachers will be joining 68 Centre teachers completing contracts in Lower Secondary Schools. The first 30 teachers of the new project went out to Malaysia on 4 January 1984. Contracts will start with an Orientation Course in Kuala Lumpur and will initially last for two years. Monthly salaries range from M$2,405 to M$2,705 (M$3.5 = £1). A tax free gratuity of 4 months' salary is paid on completion of the contract. Generous family allowances and medical benefits are paid and the Centre's support service in Malaysia includes professional guidance, in-service courses, and resettlement advice when teachers finish their contracts.

Applicants, who must be free to travel to Malaysia on 1 May 1984, must have:

- a University degree
- a postgraduate Certificate in Education
- a minimum of five years' teaching experience to include teaching English as a foreign language.

*For further information and application form contact:*
The Centre for British Teachers Ltd (TM3)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP
Tel: 01-242 2982

(6198)

**Strathclyde**

EDUCATION DEPARTMENT

COMMUNITY EDUCATION WORKER

(3 posts)

(1 post) Linwood/Johnstone Community Education Area – Ref. 1202.

(1 post) East Inverclyde Community Education Area – Ref. 1203.

Salary Scale: CEW – £7,404–£9,660. Plus 7½% irregular hours allowance.

Certain tasks will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work to be covered embrace youth work, adult education and the needs of the handicapped and elderly.

Applicants must hold the Diploma in Youth and Community Studies, the Postgraduate Certificate in Community Studies or the Postgraduate Diploma in Adult Education.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, quoting appropriate Ref. No., should be returned by 16th March, 1984.

R.M.D. McQUILLOCH
Director of Manpower Services

Strathclyde Regional Council

Royal County of BERKSHIRE

## Youth & Community Worker

**£7,968 to £8,904**

A qualified Youth and Community Worker or Teacher is required at Horsemoor Green Youth and Community Centre, Slough. Applicants should be committed to working with and on behalf of young people and have the ability to work well with other adults. They should have administrative and organising skills and some experience of neighbourhood work. The postholder is responsible for the development of youth work at the Centre, identifying the needs of young people in the area and organising resources to meet those needs. Comprehensive in-service training and personal supervision given. Removal expenses in approved cases. Housing available for successful applicant. Further information from Mrs B. King, Tel: Slough 76136 or Mrs Rosemarie Shepherd, Tel: Reading 875444, Ext. 3544. Application form and job specification from Director of Education (YCS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please). Closing date 16th March, 1984.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability. (6176)

Social Services Department
Beechwood Observation and Assessment Centre

## Teacher – Scale 2

**(plus Community Homes Allowance)**

The above post becomes vacant from 1st May 1984 following the promotion of the present post holder.

We are urgently seeking a keen, flexible and enthusiastic teacher willing and able to take on, not only a general teaching role, but who is able to offer their own special areas of interest to fit our curriculum.

The Education Unit at Beechwood consists at present, of a Head of Education and five other teachers. The general teaching task is usually of a remedial and compensatory nature with a specific requirement to prepare Assessment Reports for either the Juvenile Courts or the Social Services Department.

We have an active policy of placing children back in main stream education at the earliest opportunity and good liaison and relationships with all local schools are fostered and encouraged.

For an informal visit/discussion please contact either the Superintendent, Mr I. W. Fenwick or the Head of Education, Mr H. G. Hayes, on Nottingham (0602) 603206.

Application forms available (s.a.e.) from Beechwood Observation and Assessment Centre, 379 Woodborough Road, Nottingham NG3 5QA.

Closing date: 12th March 1984. (6218)

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

## COMMUNITY EDUCATION AND RECREATION OFFICER

**Kings Heath**

(AEYC/SJW/285) Burnham FE Senior Lecturer: £10,683–£12,552 (bar) p.a. with JNC conditions of service.

To be responsible to the Principal of the Kings Heath Institute for the organisation, supervision and development of adult education, youth and community work in the Kings Heath neighbourhood within the Institute area.

For application forms and further details please send a stamped, addressed envelope to:

City of Birmingham Education Department
Adult Education, Youth and Community Branch
Margaret Street, Birmingham B3 3BU

Closing Date: 19th March 1984.

Canvassing will disqualify.

There is a scheme for assistance with removal expenses. (6137)

BIRMINGHAM CITY COUNCIL

## INTERNATIONAL SCHOOL

- Well established English language school with 500 students
- Sound academic program leading to I.B., G.C.E. and American Diplomas
- Attractive facilities

requires:

## HEADMASTER/ HEADMISTRESS

We are looking for an academically oriented, experienced teacher/administrator who is able to inspire staff and students. Excellent salary and conditions offered.

Application and detailed curriculum vitae plus references should be addressed to:

**Search Committee**
**Munich International School**
**Schloß Buchhof**
**D-8136 Percha bei Starnberg**
**West Germany**

(2669)

*Re-advertisement due to previous error*

## THE BRITISH AMERICAN SCHOOL BARRANQUILLA COLOMBIA

**Required as soon as possible**

One Science Teacher for Middle School and onwards (10 to 15 year olds) E.F.L. an advantage.

Suitably qualified teachers should apply in writing as soon as possible enclosing C.V., recent photograph, names of referees and giving a telephone number to:

**Mr G.D.K. Turton,**
**36 Park Drive,**
**East Sheen,**
**London SW14 8RD.**

**Interviews by the Headmaster in London in early March.** (6276)

Royal Military Academy, Sandhurst

# Director of Studies

**£19,315**

The Director is responsible for the implementation of all policies concerning the contribution of professional academic studies to courses; this involves constant liaison with the Commandant, academic, and senior military staff. Work also includes keeping the syllabi of courses under constant review; briefing courses; arranging lectures by VIPs; scrutinising examination results; reviewing reports on, and assessing the progress of students, and responsibility for the final reports on students. The Director has charge of about 50 multi-disciplinary academic staff, is a member of various Boards, and attends lectures and discussion groups, formal parades and conferences, functions and social events connected with the life of the Academy.

Candidates will be expected to have a good honours degree in a relevant subject—intellectual stature is more important than academic discipline. Experience in a responsible position in a teaching institution is desirable and knowledge or experience of military affairs and organisation would be advantageous.

SALARY: £19,315.

For further details and an application form (to be returned by 27 March 1984) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours).

Please quote ref: G/6181.

The Civil Service is an equal opportunity employer

Ministry of Defence

# Zambia

Use your teaching skills to train our young people so that they in turn may help to further develop our nation.

## Secondary Teachers Mathematics and Science

**K5208 to K7248 per annum + end of contract gratuity**

**Qualifications:** Degree in appropriate subject plus post-graduate certificate in Education. You will also have had not less than three years teaching experience of either secondary school Mathematics or Science.

**Duties:** Successful applicants will be posted to Government Secondary Schools throughout the country to teach 'O' level examination students in their final year.

**Strong Financial Attractions**

As well as the salary quoted, you will receive a TAX FREE terminal gratuity, low cost accommodation, low taxation, and free passages. Together these add up to exceptional real earnings. Starting salaries relate to qualifications/experience, while gratuities total 25% of basic salary.

For further information please send full personal/professional details (without obligation and in total confidence) to: Recruiting Officer, Zambia High Commission, 2 Palace Gate, Kensington, London W8

# Posts overseas

THE BRITISH COUNCIL

## Bulgaria

**2 Teachers of English**

**Duties:** To teach English to pupils aged 14+.

**Qualifications:** Candidates should be British nationals with a degree in English or a Modern Language. PGCE and preferably some teaching experience. Single candidates preferred.

**Salary:** 420 leva per month (£1 = 1.5 lev) 50% convertible to sterling.

**Benefits:** Free accommodation, lighting and heating, air fares, baggage costs.

**Contract:** One year local contract guaranteed by the British Council, commencing September 1984, renewable.

**Closing date for applications:** 20 March, 1984.

**Reference:** 84 B 41-49 T

## Egypt

**Post 1: Teacher of Mathematics**
**Post 2: Teacher of Chemistry/Physics**
**Post 3: Teacher of Biology/Human Biology**

**The British Council, Science Teaching and Training Centre, Cairo**

**Duties:** To teach up to 24 hours per week to the GCE O level, University of London Overseas syllabuses. Teachers will be responsible for their own subject areas and for co-ordinating student materials, practicals, equipment and the laboratories.

**Qualifications:** Candidates, preferably single, should be under 35, British nationals with a first degree from a UK university and a PGCE or its equivalent. Teaching experience would be a distinct advantage.

**Salary:** E£10,000–E£12,000 per annum (£8,000–£9,600 approximately) tax free and including a sterling supplement. (£1 = E£1.25)

**Benefits:** Housing allowance, air fares at beginning and end of contract, baggage allowance, medical scheme membership and eight weeks, every nine local public holidays.

**Contract:** One year local contract, commencing 1 August (if desired), with the possibility of renewal.

**Closing date for applications:** 31 March, 1984 and the Selection Boards will be held in London in the first week of May 1984.

**References:** 84 D 18 T – Mathematics
84 D 19 T – Chemistry/Physics
84 D 20 T Biology/Human Biology

## Indonesia

**3 Teachers of English as a Foreign Language**

**British Council English Language Centre, Jakarta**

**Duties:** Classroom teaching, mainly English for academic purposes to following candidates on pre-sessional courses not including English for special groups i.e. staff of private English Courses may include materials production, supervision and test development under the supervision of the Assistant Director of Studies.

considered. They should be graduates married postgraduate qualification in TEFL and a minimum of two years' TEFL experience.

**Salary:** £8,568–£8,046 per annum.

**Benefits:** Free furnished accommodation, two single teachers to share. Air fares and baggage allowance, overseas medical scheme.

**Contract:** Two-year contracts with the British Council in London commencing 9 April, 1984. Earlier applicants need not re-apply.

**References:** 84 D 12-14 T

## Poland

**2 Readers/Senior Lecturers in English Literature**

**Post 1: Gdansk University**
**Post 2: University of Lodz**

**Duties:** Post 1: to teach 17th–20th century English Literature to Polish students following MA course in English Philology. Post 2: to teach 17th–20th century English Literature, with special emphasis on post-1945 poetry and novels, to Polish students following MA course in English Philology.

**Qualifications:** Candidates should be British nationals over 25, with a PhD in English Literature and some university teaching experience.

**Salary:** 14,000–21,000 zloty per month plus a sterling subsidy at the rate of £5,750 per annum, paid in Britain.

**Benefits:** One year local contract guaranteed by the British Council, commencing September 1984, renewable.

**Closing date for applications:** 16 March, 1984.

**Reference:** 84 B 50-51 T

## Romania

**Lecturer in English**

**University of Bucharest**

**Duties:** To teach English as a Foreign Language at undergraduate and postgraduate level, including conversation classes and some applied linguistics/methodology. Possibly assistance with curriculum development/materials writing for teacher training.

**Qualifications:** Candidates, preferably single, aged 30–50 should be British nationals with a degree, a one year postgraduate qualification in TEFL and substantial overseas TEFL experience. An MA in Applied Linguistics and some teacher training experience is desirable.

**Salary:** Local salary minimum 4,000 lei per month (£1 = 50.14 lei).

**Benefits:** Free accommodation, subsidised electricity and heating, superannuation contribution, medical scheme, fares, baggage allowance.

**Contract:** One year local contract guaranteed by the British Council, commencing September 1984, renewable.

**References:** 84 B 40 T

For further details and an application form, please write, quoting the post reference number, to: Overseas Recruitment Appointments Department, The British Council, 10 Spring Gardens, Whitehall, London SW1A 2BN.

(8161)



## OVERSEAS continued

### BOTSWANA

See IVS Vacancy in Botswana in Nursery Education. (5[illegible]) 460000

### EUROPE

**OVERSEAS TEACHER EXCHANGE (EUROPE)**
British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Austria, Belgium, Federal Republic of Germany, France, Italy, Spain and the USSR in the academic year 1984-85. Appointments are for one year, one term, or half a term. A small number of exchange appointments are also available in Denmark.
Please write for further details to: Teacher Exchanges Europe (TEE 2), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE.
Tel: 01-486 5101. (53243) 460000

### FINLAND

Hyvinkaa, near Helsinki
**KINDERGARTEN TEACHER** with teaching experience required from Sept. 1984. Music, piano essential. Salary Fmk 3700. Return journey paid.
Applications with C.V. and photo to The English Kindergarten of Hyvinkaa, Mrs Renko, Tarmink 14 B, 05800 Hyvinkaa, Finland. (57744) 460000

**FRENCH TEACHER OF ENGLISH** (Lille) seeks one year exchange with English teacher of French (London). Contact N. Maugeais, 3 Rue St. Catherine, 59800 Lille, France, or London 586 3428. (57927) 460000

### GREECE

**TEACHERS IN GREECE**
Required for posts in Athens, mainland Greece and the islands. Applicants must possess a degree, preferably English, and/or teacher-training qualifications. Interviews will be held in Manchester and London in April.
Please send curriculum vitae, a recent photograph and a self-addressed envelope to Teachers in Greece, 99-33 Talmiski/Ippocratous Sts., Neapoli, Athens, Greece. (65124) 460000

### GREECE

Qualified English teachers wanted for the Academic Year 1984 - 1985. Accommodation provided. Teaching couples welcome.
Further information: 'ALPHA' school of Languages, 38 Ermou St., 54623 Thessaloniki, Greece. (57775) 460000

### HONG KONG

**THE ENGLISH SCHOOLS FOUNDATION**
Hong Kong
**ISLAND SCHOOL GIRLS P.E.**
A part time teacher is required in September 1984 on local Hong Kong terms to teach Girls P.E. and extra curricular games with the possibility of the post becoming full time. This would suit a candidate whose husband is taking up an appointment in the territory by September.
Applications with the names and addresses of two referees and a C.V. should be sent to the Principal, Island School, 20 Borrett Road, Hong Kong. (57446) 460000

### ITALY

**VENICE**

Ad insegnante ad alto livello, con vasta esperienza e laureato in lingue e letteratura inglese, offrasi, da settembre 1984, molto vantaggiosa e stabile opportunità di insegnamento e di collaborazione alla direzione di una scuola superiore privata a venezia, oltre ad uno stipendio di £3,500.- annuo (per soli 10 Mesi di attività) viene offerto l'alloggio gratuito. Assolutamente indispensabili: la conoscenza della lingua italiana ed un eccellente curriculum che dimostri l'esperienza precedentemente acquisita nel campo dell'insegnamento. Eventuali interviews will be held in london.

Please send detailed resp. (65218) [illegible] Giuseppe Di [illegible] 460000

### GREECE

Experienced EFL teachers, University or College graduates, are required. Excellent Salaries. One-year or longer-term contracts.
Please send C.V. - degree copies to: S.G. Stratewakis, 24 Prox. Koromila St. 546 22 Thessaloniki, Greece. (55048) 460000

# Teaching in the Third World is an education in itself.

Education is a high priority in developing countries.

Teachers of English Language, Maths and Science, teachers in vocational subjects such as Commerce and Home Economics, technical teachers in Woodwork and Metalwork and specialist teachers of the handicapped are urgently needed to work in the Third World.

As a VSO volunteer you can make a genuinely worthwhile contribution to a country's education system through work in a secondary school, pre-service or in-service teacher training or higher education.

The work is challenging and you won't necessarily see immediate rewards for your effort, but you will have the satisfaction of knowing you've played some part in helping a country's development.

Candidates should be mature in attitude, aged between 20 and 65, without dependants and willing to spend two years overseas on a small allowance based on local rates of pay.

For full information, complete the coupon below. And find out how you can help others to help themselves.

I am interested in volunteering. Please send me details.
My qualifications/experience are:
Name
Address
TES/B/2

To: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW

VSO is working overseas

Charity No 313757

### KENYA

**Independent Girls Boarding School (10 - 16)**
Required for September 1984: Teachers for: Maths and Science (9); Home Economics.
Written applications by February 1st. Write Box No. TES 00093, 92 Priory House, St John's Lane, EC1M 4BX. (60776) 460000

## SULTANATE OF OMAN — AIR FORCE

### Teaching Appointments

Applications are invited from suitably qualified and experienced Teachers of English as a Foreign Language, aged below 50 to fill vacancies in the Directorate of Education Services. Sucessful applicants will teach English from Beginners to Advanced Intermediate level and to various technical training levels.

Applicants must be qualified teachers, hold a TEFL certificate and have at least 5 years' teaching experience. Preference will be given to those who also have previous military experience.

These are civilian contract appointments for two years, unaccompanied. Pay (in Omani Rials) is equivalent to £17,000 p.a. at the current rate of exchange. There is an end-of-contract gratuity of 20% of total pay received; pay and gratuities are tax-free normally. Mess accommodation and services are provided free and three periods of 20 days' UK leave are granted annually with air passages paid.

Interested applicants should write, with CV quoting reference number 2681 to the address below.

**Personnel Officer (M.R.),**
**Airwork Limited,**
**Bournemouth-Hurn Airport,**
**Christchurch,**
**Dorset BH23 6SE.**

Airwork Limited (RECRUITMENT CONSULTANTS)

## OPPORTUNITIES WITH GILDEMEISTER PROJECTA — SAUDI ARABIA

Gildemeister Projecta, a successful international company employing over 4,000 personnel worldwide, is responsible for operating the largest Vocational Training Centre in Saudi Arabia. A need currently exists for:

### TRAINING ADMINISTRATOR
**£35,000 +**

This senior position which reports to the Director of the Institute will be responsible for the development, management, and administration of vocational education programmes.

Candidates must have a broad knowledge of vocational, technical, and industrial education - with emphasis on hands-on training gained with an HTD, College of F.E. or from industrial operator training.

**One year renewable contract (family status), housing and a comprehensive benefits package are offered together with a competitive salary commensurate with experience. Qualified applicants should send a full CV to:**

**GILDEMEISTER PROJECTA**
**10a Oxford Road, Reading, Berks RG1 7UD.**



## OVERSEAS continued

### GREECE

**EFL TEACHER**
EFL teachers with degrees and at least one year EFL experience are invited to apply for posts in Thessaloniki, Greece.
Please send CV and photo to: Mary Svarna, c/o John Steven, 16 Parkway, Welwyn Garden City, Herts. (60874) 460000

### JAPAN

**EXPERIENCED ENGLISH TEACHERS WANTED**
Established English school in Japan need several teachers in 1984 and 1985. 2-year-contract assumptible. Male or female. Must have B.A. degree and teaching qualification.
Job: Teaching Conversation and Composition to adults and children. Organisational Work for very experienced teachers. Salary: [illegible] to [illegible],000. Paid Holidays: Sundays and Mondays off in Japanese National Holidays. 3-week-vacation. Work Condition: 40 hours a week (26 hours teaching). Re-way air-ticket granted when 2-year-contract completed.
Send C.V. with photo, references to the Tokyo English Centre, 1-11-1 Higashiikebukuro, Toshima-ku, Tokyo-Japan. (31613) 460000

### COMMONWEALTH TEACHER EXCHANGE

Applications are invited immediately from U.K. teachers wishing to exchange posts with similarly qualified Canadians for one year from September 1984. Normal U.K. salary and sole plus return air fare and personal allowance. Teaching subjects areas available:
General Primary subjects
Special Education
English (Literature, Language, ESL)
History
Mathematics
Librarian/Library
Junior Education.
Vacancies also available for Canada League for the Commonwealth.
Ist Floor Bilto House, 55 Newington Causeway, London SE1 6BB. (55158) 460000

### CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer Missionary Movement. Shenley Lane, London Colney, Herts. AL2 1AR. (57627) 460000

### SUMMER TEACHING JOBS

June to August: see ad under HOLIDAYS AND ACCOMMODATION. (56255) 460000

### SPAIN

Dedicated Teacher required Sept. 1984. Minimal wages. British School on the coast 150 pupils. Maths to 13 years. Science 11 - 15 years. Physics to 'O' Level.
C.V. to Headmaster, Sierra Bernia School, Alfas del Pi, Alicante. [illegible]

### SPAIN

English-young TEFL Teacher required to start immediately. Send recent photo.
Write: Oxford Centre, San Miguel 16, Zaragoza. Tel. 272 [illegible] (8316)

# MATHS AND SCIENCE TEACHERS

## SAUDI ARABIA £15,000+

ARAMCO, the world's largest oil and gas producing company needs MATHEMATICS and SCIENCE TEACHERS who will contribute to the Training Programme for Saudi Arabian employees—the engineers and technicians of the future.

Applicants should be flexible and committed teachers, with a minimum of 4 years experience teaching foreign students within the age range 14–18 years plus, and will be holders of an HNC, HND or B.Sc. MATHS TEACHERS must be well versed in the concepts of modern maths, plane, solid and analytical geometry, advanced algebra, trigonometry and calculus. For SCIENCE TEACHERS a working knowledge of modern instructional methodology is desirable.

These are unaccompanied positions offering secure employment on open-ended contracts with the opportunity to acquire valuable overseas expertise in a stimulating environment.

In addition to the usual expatriate tax advantages, the package of first-class benefits will include company-paid air fares, excellent sports and recreational facilities, free medical care and generous leave. Married employees on bachelor status will qualify for three return trips annually.

ARAMCO will be holding interviews in London in the near future so if this exciting opportunity appeals to you, please write or telephone for an application form to: Margaret Sutcliffe. **DEPT. TE/1384/MST, Recruitment International Limited, 9 Park Place, Leeds LS1 2RU. Tel: (0532) 454288.**

**NEW LEAVE SCHEDULE**
3 leaves annually for married men on bachelor status

**ARAMCO** — Recruitment International Ltd.

*partners in progress*

## ANGLO-COLOMBIAN SCHOOL BOGOTA, COLOMBIA, S.A.

The school is a non-profit making, prestigious, independent school, established in 1856. It has a staff of 81 and 1,070 pupils of whom 95% are Colombian. The British Ambassador and the British Council are represented on the Governing Body. It provides a bilingual education leading in the secondary department to the examinations for the International Baccalaureate.

The following vacancies exist for the year beginning 20 August 1984.

**SECONDARY DEPARTMENT**
450 pupils aged 11–19; 39 staff

**1. HEAD OF SCIENCE**
Candidates should be qualified in one or more of the sciences. Ability to organise an effective integrated science course in the first 2 or 3 years and lead a team of 5 specialists essential.

**2. HEAD OF MATHEMATICS**
To organise and lead a team of 4 specialists providing courses at all levels.

**3. ASSISTANT SCIENTIST**
preferably a BIOLOGIST
Ability to teach to Higher IB level and to help in restructuring the science department are essential qualifications.

**4. ENGLISH** (two posts.)
Must be able to play a major role in the development of this area of the curriculum. TEFL experience highly desirable.

**PRIMARY DEPARTMENT**
620 pupils aged 3½–11; 42 staff

**5. JUNIOR TEACHER**
Experienced class teacher with specialist qualifications in any main subject area for 8–9 year olds.

**Salary and Conditions of Service** Posts 1 and 2 will be Scale 4 Head of Department appointments. Posts 3, 4, 5 will be Scale 2 or 3 appointments.
Salaries based on Burnham. Total remuneration and benefits, paid in Colombian pesos, will amount to about Burnham + 25% with a range £7,300 to £11,000. Two-year renewable contracts. Gratuity up to 18%. Rent, furniture and baggage allowances, passages, medical cover, bonuses and superannuation. Married couples considered where both are qualified and experienced.

Candidates must have relevant qualifications, sound experience, the willingness and ability to make a real contribution to the school's further development. Ability and willingness to learn Spanish essential.

For further information send stamped addressed foolscap envelope to:

P. M. Burns Esq.
Brownshill House,
Brownshill, Stroud GL6 8AS

Interviews April 1984. Interviews: London, 24, 25, 26 April.

# SULTANATE OF OMAN ROYAL GUARD BOYS TECHNICAL SCHOOL

## New Appointments for September 1984

**Post 1 – Light Craft (Combined Materials)**

**Post 2 – General Science**

**Post 3 – Engineering Science**

The posts commence 1st September 1984 and are initially for two years. Contracts are renewable by agreement.

Candidates must be male UK citizens with a British educational background. A minimum of four years teaching experience is required, and qualified teachers are preferred.

Posts 1 and 3 require relevant experience in middle or secondary schools. Post 3 requires an appropriate engineering or science qualification and industrial experience.

Salary: R.O. 500-620 per month (paid in Riyals Omani free of local tax. At R.O. 0.500 = £1 is equivalent to £12,000-£14,880).

Bradford & Ilkley Community College is co-ordinating these appointments on behalf of the Royal Guard Boys Technical School. The School is residential and currently accommodates 160 pupils in classes from Year 1 (10-12 years) to Year 8 (18-20 years).

Application forms and further details are available from:-

**A.W. Hodgson, Staffing Officer,**
**Bradford & Ilkley Community College,**
**Great Horton Road, BRADFORD BD7 1AY.**

CLOSING DATE: Monday, 12th March 1984.

## Khartoum International School Sudan

A private English-medium school providing education from pre-school nursery level to primary, based on British educational system, for 300 children with multinational backgrounds.

Teachers are required from August 1984 for Nursery, Infants, Lower Junior and Upper Junior classes.

**CANDIDATES** must be qualified, with at least one year's experience. They should be of British or Commonwealth origin, with English as mother tongue. Males or females may apply, but the present staff are female. Teaching couples, without children, will also be considered.

**SALARY AND CONDITIONS** Contract for two years with salary on local scale, plus sterling bonus and gratuity. Free air-conditioned accommodation and utilities, Free medical care and insurance, subsidised local transport. Annual return fare paid.

**For further details and an application form please contact: Miss T. Atkins, Gabbitas-Thring Services Ltd, Broughton House, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.** (8218)

**Gabbitas-Thring**

## *ROME*

**ST. GEORGE'S ENGLISH SCHOOL**

*HMC/GBA Independent Co-educational School*
*840 pupils of 65 nationalities; ages 5–18*

Seeks for September 1984
**a fully-qualified**

## DEPUTY HEAD
**with Curriculum responsibilities**

To take charge, throughout the age-range, of planning, coordination and continuous development of the school's curriculum and teaching methods, assessment policy and diagnostic procedures.

The person appointed must bring considerable expertise in curriculum development to the post, should ideally be experienced in both primary and secondary schools (some teaching periods would be expected in each of the two departments) and must be capable of deputising for the Headmaster at any time. Candidates may offer any standard teaching subject.

Salary on the St. George's scale, generally above Burnham.

**Letters of application (Express/Swiftair recommended) to The Headmaster, St. George's English School, Via Cassia Km. 16, 00123 Roma, Italy to arrive by 16th March 1984. Enclose full c.v., telephone number, and names, addresses and telephone numbers of three referees. Initial interviews in Britain at the end of March.**

## BANDUNG INTERNATIONAL SCHOOL (BANDUNG, JAVA, INDONESIA)

Required for August 1984
**Experienced TEACHERS**

1. Kindergarten (New entrants) (ages 5–6)
2. Primary (ages 6–10)
3. Maths and Science (ages 10–14)

BIS is an English-speaking international school with students of many nationalities ranging in age from 5–14. Attractive conditions, including salary and allowances paid in US Dollars and free of Indonesian taxes. Housing provided. Initial two-year contract.

**Apply by airmail with qualifications, experience, references and telephone number to the Chairman, Bandung International School, PO Box 132, Bandung, Indonesia, or Telex 28326 AUSAPRO BD before 21st March, 1984.**

(9151)

## EGYPT
# El Nasr Girl's College — Alexandria

Required for September 1984, a trained teacher with some experience to teach in the Junior School. Salary according to experience, but approximately 2,000 Egyptian pounds and a minimum of £4,275 in sterling. A two year renewable contract is offered.

**Also:**

Volunteer teachers to teach English. This post is suitable for those wishing to gain experience in T.E.F.L. Further details available. Contract is offered with write to:

**THE DIRECTOR, WORLD-WIDE EDUCATION SERVICE, STRODE HOUSE, 44–50 OSNABURGH STREET, LONDON NW1 3NN.**

## WIRRAL
LOCAL EDUCATION AUTHORITY

## CAREERS OFFICER BIRKENHEAD £6,264–£7,896

Applications are invited from qualified careers officers or students completing a full-time Diploma in Careers Guidance. Will work as part of an energetic team providing the full range of guidance, information and placement work.

**Application forms from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside. (Tel: 051-647 7000, Ext. 355) returnable by 16th March.**

(9153)

## ilea Inner London Education Authority

## Staff Inspector for Physical Education

**Salary range: £18,624–£20,199 (under review) plus £1,447 London Weighting Allowance**

Duties to include inspecting and advising upon all forms of physical education in educational establishments, maintained or assisted by the Authority, responsibility for the College of Physical Education and the general co-ordination of the work of the Physical Education Inspectorate.

Applicants should have high professional qualifications and wide experience of physical education preferably including service with a local Education Authority, a University, or a college of Education.

*Suitable for job sharing.*

*Application forms and further details are available from the Education Officer (EO/Estab. 18), Room 365, The County Hall, London SE1 7PB. (Please enclose an s.a.e.).*

*Closing date for the receipt of completed application is 24 March, 1984.*

*ILEA is an equal opportunities employer.*

(9150)

## OVERSEAS
continued

### JORDAN

**THE INTERNATIONAL BACCALAUREATE SCHOOL Amman, Jordan MUSIC TEACHER**

Applications are invited for the post of Music Teacher to 'O' level standard.

In addition to having the relevant qualifications and experience, preferably overseas, candidates should be able to contribute significantly to the school's academic activities. IB experience is preferred, and since the School is bilingual, experience of TEFL/TESL would be an advantage in all cases. The IBS is a new school and so enthusiasm, commitment and imagination are particularly important.

Married teaching couples are encouraged to apply. There is a school creche and nursery for those with small children.

Contracts are for two years, thereafter annually renewable. Salaries equate approximately to Burnham plus 30%, and there is a terminal gratuity. Free furnished accommodation with free services is provided together with the usual overseas benefits.

Further information and application forms are available from Mrs Marion Webb, 68 Eton Road, Ilford, Essex (01) 518. 701 01-478 0866 (Telex 896395 SCFZNI) (37743) 460000

### KENYA

**CHRISTIANS ABROAD** is recruiting on behalf of the Government of Kenya.

Subjects: ENGLISH, MATHS, FRENCH, PHYSICS, CHEMISTRY, Few BIOLOGY AND MUSIC posts.

Qualifications: DEGREE plus PGCE (A good B.Ed. may be considered).

Experience: Desirable but applications welcome from those qualifying this year, able to teach to 'A' Level. Teaching couples welcome.

Applications only from within Britain/Ireland, and from those with Christian values and concerns, interviews in April. Contracts from August 1984 for 30 months.

For full details send s.a.e. to: CHRISTIANS ABROAD, 13 Tufton St., London SW1P 3QG. (37301) 460000

### SPAIN

Santiago de Compostela Colegio "MANUEL PELETEIRO" (Independent School)
Requires for immediate start and for September 1984.

(1) Nursery/Infant teachers (with at least 5 years experience if possible) to teach English and other subjects in Spanish to children. Director, Colegio "Manuel Peleteiro", San Pedro de Meanzo, 27 - Santiago de Compostela - Spain. [illegible] (60968) 460000

### NETHERLANDS

**ST. MICHAEL'S PUTT LYCEUM Eindhoven**

For mid August 1984 Teachers for two posts:

(1) Lower School: Integrated Science and Mathematics and computer studies to 'O' level.

(2) Entirely lower school general subjects, particularly English, Geography and possibly primary school education needed.

To join staff of eleven working within this Dutch school, provides education for English speaking pupils of many nationalities. The teaching language is English. The school prepares to take the International Baccalaureate.

Moving expenses paid.

The posts are suited to candidates of three years or more post current experience in Britain. Vacancies due to expansion and promotion.

Applicants should write immediately enclosing a full curriculum vitae, names and addresses of two referees, to Mr. J. Ritchie, 35 Ryecotte Crescent, Southgate, London N14 7EX s.a.e. necessary. (60968) 460000

### SWITZERLAND
**AIGLON COLLEGE**

the independent (Overseas ENC) British-International boarding school for 250 boys and girls (11 - 18) in the Swiss Alps

requires for September 1984:-

1. Head of Expeditions to assist in leadership of a well-established department which provides regular week-end training in expeditions and camping techniques. The post calls for considerable experience in training and leading young people in adventure expeditions which are designed to encourage a spirit of self reliance and adventure. A high standard of safety and organisation is needed. Mountain Leadership Certificate or its equivalent will be required. Knowledge of the local terrain would be an asset, and fluency in French is essential. The post includes a part-time classroom teaching programme. Candidates should be enthusiastic and single.

2. Head of Chemistry, experienced and qualified to run a small department and to teach all forms including O and A-level. Two-year appointment.

3. Laboratory and Teaching Assistant: Bright, independent young person to assist in science labs, in classrooms and on camping expeditions in the Alps in return for pocket money, board and lodging. Candidates should have 3 good Science A-levels. One-year appointment.

Applicants must be prepared to respond to the challenge of working in an international community and make a full contribution to the life of the school, in which individual and spiritual values are stressed. Knowledge of French and ability to help with extra-curricular activities an advantage. The posts may be residential and boarding school experience is desirable.

Apply in own hand with curriculum vitae, copy testimonials, two referees and phone numbers (two and referees') to: The Headmaster, Aiglon College, 1885 Chesieres-Villars, Switzerland. Tel: 010 41 25 35 27 21.

Interviews in London mid-April. (60001) 460000

### MIDDLE EAST
**IN-CAMP ENGLISH LANGUAGE TRAINING**

Long Term (1 and 2 year) contracts available with competitive companies in Iran (graduates with 5 years TEFL experience and some experience in Iran), and Saudi Arabia (Married status). [illegible] Frenkes, Director, Middle East, 21 Banbury, 46 Horsefair, Banbury, Oxfordshire. (60980) 460000

### SWITZERLAND

ECONOMICS teacher 'O' and 'A' levels required together with English to 'O' level and/or E.F.L.

Apply with full C.V.

The Principal thanks the many applicants for vacancies advertised for and regrets he cannot reply to all applicants.

The Principal, St. George's School, 1815 Clarens, Switzerland. (37479) 460000

### TURKEY

Maths-Science-English teachers required for Sept. 1984. B.V.

Private secondary school needs qualified teachers with P.G.C.E. and the major should be the wanted subjects. Free accommodation, attractive salary, 25 days in summer and 15 days in winter paid vacations.

Written application with CV and a recent photo to Ozel Turk Koleji, Head of English Department, Kocaeli-Izmit, Turkey. Later than April 1st. (60943) 460000

## Administration Local Education Authority

### COVENTRY CITY COUNCIL

Applications are invited for **TWO POSTS OF EDUCATION OFFICER.**

Salary Scale: Principal Officer: £15,408 - £16,185 or £14,709 or £15,387.

The main responsibilities of these fourth-tier posts are for SECONDARY EDUCATION and for COMMUNITY EDUCATION (including the City's youth service) respectively.

Application forms and further particulars from the Director of Education, Room 116, Council Offices, Coventry CV1 5RS. Tel: Coventry 25555. Ext. 2054.

Returnable by 16th March 1984.

AN EQUAL OPPORTUNITY EMPLOYER. (9175) 480000

### HAMPSHIRE
**EDUCATION COMMITTEE CAREERS SERVICE**

Careers Adviser (Schools) - Scale 3/6 £7,191 - £8,718. Ref. 6801 A.

Applications are invited both from experienced and newly qualified Careers Advisers for the vacancy at the Havant Careers Office. The salary starting salary for a newly qualified Officer is £6,464 with acceleration progression to £7,191 after satisfactory completion of the probationary year.

Careers Adviser (Employment and Education Liaison) - Scale 3/6 £7,191 - £8,718. Ref. 6901 B. (Re-advertisement).

Applications are invited from Careers Advisers with preferably two years experience for this vacancy at Cosham Careers Office. Duties include employer liaison, the operation of the Jobfinder Service, implementation of YTS and work with the young unemployed.

For further details and application forms please write to Divisional Careers Adviser, Divisional Careers Office, Merafield House, Nutfield Place, Portsmouth PO2 7QW or Tel: Portsmouth 756933 quoting appropriate reference. Returnable by Monday 12th March, 1984. (9176) 480000

## Education Department
# ASSISTANT AREA CAREERS OFFICER

**Post E.464 £9,060–£9,660**

Applications are invited for the above post based at the Area Education Office in Lowestoft.

The postholder will be directly responsible to the Area Careers Officer and in addition to maintaining a caseload, the successful candidate will be responsible for the work of a team of Career Officers and support staff.

**Application forms and further details are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ. (Please enclose a stamped addressed envelope).**

**Closing date: 16th March, 1984.**

(9143)

Suffolk County Council

## BUCKINGHAMSHIRE COUNTY COUNCIL
# DEPUTY CHIEF EDUCATION OFFICER

**£21,561 – £23,685 p.a.**

The present Deputy Chief Education Officer will retire on 30th September, 1984.

Applicants must be graduates with teaching experience and substantial all-round experience at senior level in the administration of local authority education services.

**Application forms and further details may be obtained from the County Personnel Officer, County Hall, Aylesbury, Bucks, HP20 1UA. Telephone (0296) 5000, Ext. 220.**

The closing date for applications is:
16th March
and interviews will take place on
3rd/4th April.

(9436)

## EDUCATION DEPARTMENT
# Assistant Education Officer
**(Teaching Staff – Schools)**
**Kent scale 3 (£15,858–£17,163)**

Applications are invited for this major post within the Schools Branch of the Education Department. There are under 800 schools in the County with an establishment of over 12,000 teachers. The Assistant Education Officer is responsible to the Senior Assistant Education Officer (Schools) for recruitment and establishment policies and a wide range of general and personal issues that arise in this important field.

Applicants should be graduates with teaching and administrative experience.

Assistance with removal expenses etc. is given in approved cases.

**Further particulars and application form returnable by 16th March from B. Oxley, County Education Officer, Springfield, Maidstone ME14 2LJ. Tel: 0622 671411, Ext. 2481. (Ref: D/P).**

(9132)

KENT COUNTY COUNCIL

## Education Department
# SENIOR GENERAL ADVISER (SOUTHERN AREA)

Scallary HT Group 10: £16,008–£17,262

Applications are invited from suitable qualified candidates for the above appointment, from the beginning of the Autumn Term 1984, based at the Southern Area Education Office, Ipswich.

The successful candidate will have the responsibility of leading a team of general and specialists advisers in the Southern Area and should have broad educational interests with a particular knowledge of the work of secondary schools.

**Application forms and further details (s.a.e. please) may be obtained from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ.**

**Closing date: 16th March, 1984.**

(9183)

Suffolk County Council



## Administration General

### LAKE DISTRICT
**THE BREWERY ARTS CENTRE**

Highgate, Kendal, Cumbria
requires a MUSIC OFFICER to sustain and develop a large and successful programme of Folk, Jazz and Festivals. Might suit teacher interested in a career shift. The music responsibility is promotion, evening and weekend events involving artists of national reputation but some involvement with music workshops with all ages could be retained or increased.

Salary £1,800 p.a.

Send SAE to Anne Pierson, Director. Closing date for application 16 March. (37879) 500000

### LONDON
**ASSISTANT REGISTRAR for educational organisation**

REQUIREMENTS.

Graduate, preferred age 35-45, with considerable administrative experience and capabilities include organising staff, handling enquiries, committee work. Scale 2/3 APS salary £8,382 - £8,087 inclusive. London Allowance. Promotion prospects.

Letters of application, with C.V. and the names of two referees to Central Registry, Clearing House, 3 Crawford Place, London W1H 3BN (quoting ref. SCNAR). Only those applicants short listed for interview (to be held week 19/4) will be contacted. (37947) 500000

## WOLVERHAMPTON BOROUGH COUNCIL
**EDUCATION COMMITTEE**
# INSPECTOR/ADVISER
## For Infant and Nursery Education

**(Salary Scale: Soulbury Group 8 Headship (£13,953–£15,189)**

The successful candidate will have good academic and professional qualifications and wide experience in a variety of situations including the holding of a senior post in a school.

Experience of advisory work though not essential would be an advantage.

All inspectors have a general responsibility for a group of schools in addition to their specialist responsibility.

The appointment will take effect from 1st September 1984.

Application forms and further particulars from the Director of Education, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR.

Closing date 16th March 1984.

Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy.

(9188)

WOLVERHAMPTON centre of progress

## WALES

**WELSH JOINT EDUCATION COMMITTEE**
Cyd-bwllgor Addysg Cymru

**MICROELECTRONICS EDUCATION PROGRAMME**

**COORDINATORS/FIELD OFFICERS**

MEP (Wales) invites applications for:

(a) Two full-time coordinators/field officers with experience relevant to secondary education in the broad area of Information Technology and with particular interest in one or more of the following areas:

Electronics and Control Technology.

Computer Based Learning.

Communication and Information Systems.

The posts are fixed-term appointments to March 1986 and at least one post will be in Cardiff.

(b) Two half-time coordinators/field officers to support the development of microcomputer-based systems in Primary Education.

The posts are fixed term appointments to March 1985.

The persons appointed will cover the whole of Wales and the predominant work will be in-service teacher training for the applications of the new technology in schools.

Salary will be dependent on qualifications and experience, and secondment arrangements will be considered.

Interested persons should write, as soon as possible, with brief details of experience to: The Secretary (MEP), Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. (9177) 500000

## The Wellcome Trust
# Deputy Director (Finance and Administration)- Designate

As a consequence of retirements, The Trustees invite applications for this post. The person appointed will be a graduate and a qualified accountant with extensive experience in the management of the finances, investments, personnel and administrative structures of organisations in the multi-million pounds category, and with the application of computer services within these areas. Executives currently earning less than £20,000 are unlikely to have the breadth of experience required. Age range 45-55.

The Trust is a registered Charity working in the fields of medical research and history of medicine with a current annual expenditure budget exceeding £18 millions.

**Further particulars and an Application Form may be obtained by WRITTEN request from: The Director, at 1 Park Square West, London, NW1 4LJ. Completed application forms must be returned by 30th March 1984.**

## Northern Ireland Civil Service

Civil Service Commission, Motorpark House, Upper Newtownards Road, Belfast BT4 3NR. Telephone: Dundonald 4567

**SECONDARY EDUCATION; DESIGN EDUCATION; PHYSICAL EDUCATION (GIRLS)**

**£13,772–£17,838**

**Closing date: 23rd March, 1984. Tel: Ext. 583**

**DEPARTMENT OF EDUCATION (NORTHERN IRELAND)**

**(1) SECONDARY EDUCATION (Reference SB 8/84)**

Applicants must possess a university degree and have at least 10 years' teaching experience in secondary or grammar schools. Applicants must have taught their specialist subject at all levels in secondary education with recent experience at senior level.

**(2) DESIGN EDUCATION (Reference SB 24/84)**

Applicants must possess a degree (or equivalent qualification) in Art and Design and have at least 10 years' teaching experience in schools, College of Further Education, or in teacher training.

THESE POSTS ARE OPEN TO BOTH MEN AND WOMEN:

**(3) PHYSICAL EDUCATION (GIRLS) (Reference SB 25/84)**

Applicants must possess a degree (or equivalent qualification) in Physical Education and have at least 10 years' teaching experience in schools, Colleges of Further Education, or in teacher training. The successful applicant will be required to foster the continued development of girls' physical education, as well as giving advice to the Department on wider issues on sport and recreation.

**GENERAL.**

Inspectors of schools give a service of professional advice to the Department, carry out general and specialist inspection duties in schools and Colleges of Further Education, contribute to in-service training of teachers and undertake other tasks which the Department may, from time to time, require.

The successful applicant may be required to work anywhere in Northern Ireland and, if necessary, work outside normal office hours.

Starting salary will be related to qualifications and experience and successful applicants may in certain circumstances be entitled to a partial refund of expenses incurred in taking up the appointments.

Opportunities exist for promotion to higher grades within the Inspectorate.

The Civil Service Commissioners may decide to interview only those applicants who appear from the information available, including level of academic attainment and relevant teaching experience, to be best qualified. (9134)

Please write or telephone for an application bearing the extension number (shown) and quoting the Job Reference (Reference, not name of position) to reach us before the date given above.

## DEPUTY COUNTY EDUCATION OFFICER
**Salary – £19,653 – £21,393**

Applications are invited for the post of Deputy County Education Officer, which becomes vacant in July 1984 on the promotion of the present holder to County Education Officer.

**Application forms returnable by 26th March 1984 and further information available from Chief Executive, County Hall, Dorchester DT1 1XJ.**

(Please quote Post C0002X). (9187)

DORSET County Council

## Education
# Chief Administrative Officer

Applications are invited from suitably experienced and qualified persons for the post of Chief Administrative Officer at Dunstable College, Kingsway, Dunstable, Beds. The College is organised in four main departments, Business Studies and Humanities, Engineering and Science, Community and Family Studies, Printing and Graphic Arts.

The Chief Administrative Officer is responsible for all administrative and financial matters within the College including the supervision of administrative, clerical and manual staff. The person appointed will also be a member of the Senior Management Team at the College.

Salary Grade PO1(a) £9,945–£11,052 per annum.

**Further particulars and application forms are available from the Chief Education Officer, County Hall, Bedford, ref: FEC 1. Tel: Bedford 63222 ext 350.**

Closing date for the receipt of applications is 16 March 1984.

The Council is an Equal Opportunity Employer. (9213)

Bedfordshire COUNTY COUNCIL

## HAMPSHIRE
**EDUCATION AUTHORITY**
# County Adviser for Speech and Drama

**Headteacher Group 8 £13,953–£15,189**

Applications are invited for the above post in the Hampshire County Advisory Service based in Winchester.

Applicants should have broad and varied experience of teaching drama in schools and/or further education establishments.

Drama is well developed in schools, colleges, clubs and societies throughout the County. The Adviser is responsible for encouraging and supporting the teaching and practice of drama within educational establishments of all kinds and in the community generally. The Adviser is supported by a team of drama tutors who direct the work of a number of drama centres located in different parts of the County.

**Application form and further particulars available from the Education Personnel Unit, The Castle, Winchester SO23 8UG quoting ref. C8/1/9/3 and enclosing a s.a.e. or tel: Winchester 54411 ext. 455 (24 hour answering service quote post number C8/1/9/3).**

**Closing date: 16th March 1984.**

## CAREERS OFFICER (SPECIAL NEEDS) Ref: E86

**Scale 5 £7,818–£8,523**

Required urgently by Bromley Careers Service, applications are invited from qualified and preferably experienced Careers Officers interested in taking up the challenge of this demanding post.

Based in a well-equipped and attractive Careers Centre, the successful applicant will work with pupils and students with special educational needs throughout the Borough. Educational provision for young people with special needs is currently under review, following the Warnock proposals and the 1981 Education Act. The postholder will work closely with specialist educational establishments locally and elsewhere and will also assist Careers Officers and teachers in mainstream schools where required.

*Re-advertisement.*
Previous applicants need not apply.

**Application form from Assistant Chief Executive (Manpower), Civic Centre, Rochester Avenue, Bromley Kent. Tel: 01-290 0324 (24 hour answering service).**

Closing date: 20th March, 1984.

(9171)

London Borough Of Bromley

## THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD FOR THE CERTIFICATE OF SECONDARY EDUCATION

# SECRETARY TO THE BOARD

Applications are invited for the post of Secretary to the Board to succeed the present Secretary, who will retire in January, 1985. The Board is seeking candidates with appropriate educational and administrative expertise. The current salary is on a scale of £18,870, rising by four increments to £20,370.

**Application forms and further particulars from: The Secretary, The South-East Regional Examinations Board, 2 and 4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1EU, to whom completed applications should be returned by 31st March, 1984.**

(9066)

## INTENSIVE INTERVIEWING – EARN £700

## FIVE WEEKS FROM 20TH AUGUST 1984

Graduates (age immaterial) required for temporary appointments as COLLEGE REGISTRARS near the British Museum. The work is interviewing and advising prospective entrants to 'A' level courses. You will need to be literate, confident, articulate, presentable, efficient and [illegible] London by

Mrs. M.J. Meakins
Assistant Pricipal
[illegible] College

[illegible] COMMITTEE
[illegible] CYMRU

## SECRETARY

The Joint Committee invites applications from graduates (first or second class or higher degree) who have wide experience of the administration of the education service, to succeed the present Secretary when he retires on 31st August 1984.

Salary scale: £25,539 x £570(4) – £27,819.

For further details and an application form (to be returned by 20 March 1984), please telephone Mrs. V. Palmer (Cardiff 561231 Ext. 58) or write to J. L. Brace, Secretary, WJEC, 245 Western Avenue, Cardiff, CF5 2YX.

(9108)

WATFORD COMMUNITY RELATIONS COUNCIL
In conjunction with the Commission for Racial Equality, require a

## COMMUNITY RELATIONS OFFICER (Education)

**AP4 – 501 £8,166–£9,930**
**(Including Fringe Allowance)**
**Pension Scheme**

A person with relevant experience in Education and an understanding of Race Relations issues is required for this new post and will be responsible for developing the Education work programme of Watford Community Relations Council.

The successful applicant will have a wide understanding of both statutory and voluntary agencies working in the Education field as well as the ability to communicate effectively with teachers, parents, and Education officials.

Further details and application forms from Watford CRC, 7 Clarendon Road, Watford, Herts WD1 1LH. Tel: Watford 37005. Closing date: 19th March, 1984.

*We are an Equal Opportunities Employer.*

(9113)

ADMIN continued

### NORWICH

THE KESWICK HALL CHARITY

FIELD OFFICER IN RELIGIOUS EDUCATION

For work in Norfolk, Suffolk and Cambridgeshire. Burnham Teachers Scale 4 (or equivalent).

For full details and application forms, send a stamped-addressed foolscap envelope to Canon M.C. Burrell, Secretary, Keswick Hall Charity, Diocesan Offices, Holland Court, The Close, Norwich NR1 4DU.

CLOSING DATE – 10TH APRIL, 1984. (54792) 500000

## Child Care

TYNE AND WEAR
WASHINGTON HALL SCHOOL
requires

RESIDENTIAL SOCIAL WORKERS

We are developing our resources for boys, aged 11 – 14, with emotional, behavioural and learning difficulties, and we require:

1. Senior Houseparent. The person appointed will take on a leadership role in our Care Team. C.Q.S.W./Teaching Cert/Nursing qualification required. We would prefer the person appointed to be resident.

2. Houseparent. Professional qualification preferred.

Salary/conditions in accordance with N.J.C. Grading dependent upon qualifications and experiences.

For informal discussion please contact Mr. K.G. Bovair (Headmaster) on Washington 091.416 1000. Write to: The Director, School, The Avenue, Washington Village NE37 1LE. (55598) 540000

### THE BADGEWORTH GROUP OF SPECIAL SCHOOLS

REQUIRED SENIOR HOUSEPARENTS for appointment to the GROUP.

The Badgeworth Group is an independent Group comprising two Schools and two Hostels, catering for children in need of or within Statements have been made - boys aged 8 to 18 years.

These are non-resident posts but involve sleeping in duties on a rota basis. Previous experience and Child Care qualifications preferred. Clean current driving licence and own transport essential.

SALARY N.J.C. Scale Grade 2 (15 to 18) - subject to incremental allowance according to experience, plus relevant qualification allowance where applicable. A sleeping in allowance of £6.63 per night is paid. 9 weeks paid holiday.

Assistance with removal expenses.

Appointments to the Group are subject to the production of satisfactory references, and no appointment will be ratified until such references are forthcoming.

APPLICATIONS (Forms) from the Director, Badgeworth Group of Special Schools, Badgeworth, Near Cheltenham, Glos. GL51 4JL. Tel: CHURCHDOWN 713187 (9 am to 4.30 pm).

Closing date for applications: 9th MARCH 1984.

As part of the Group's Equal Opportunities Policy, applications are welcome from people regardless of disability, marital status, race or sex. (57817) 540000

## Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1985 examinations:

1. JOINT CHIEF EXAMINER for ENGLISH LANGUAGE SYLLABUS (1025), at ORDINARY LEVEL.

2. CHIEF EXAMINER for ENGLISH LITERATURE SYLLABUS B/B II (028) at ORDINARY LEVEL.

Applicants for these posts should have a degree or equivalent qualification in English, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A1), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms must be returned within two weeks from the publication of this advertisement. (54893) 540000

## Miscellaneous

CLEVELAND TO BORDER AREA is your School putting on a Musical? Free programmes from Guinness & Rawson North-East, 9 Saville Place, Newcastle NE2 1RH. Tyne Tyne. Tel: (0632) 325745. (55619) 660000

SUMMER TEACHING JOBS IN AMERICA. Work in U.S. children's summer groups. June to end August. See ad. under Holidays and Accommodation. (56233) 660000

## TRAINING OFFICERS/ TUTORS (2)

**(Salary Scale – £8,000–£8,500)**

Spalding Youth Training Agency Ltd is a private organisation running a Mode "A" Youth Training Scheme in the South Holland area. From a modern, well equipped training centre in Spalding the Agency staff deliver all elements of YTS to trainees on the various courses offered. To expand the service provided by the Agency to youngsters in the engineering and building trades we require two additional training officers/tutors from April 1984 to develop and implement training packages to meet the needs of trainees. Both posts offer the opportunity to take an active role in the training of youngsters at the workplace through the development of Work Based Projects on an individual and group basis. The successful applicants will possess the initiative and skills essential when negotiating with employers to obtain their co-operation in the training of youngsters. A background of practical knowledge within the appropriate industry will therefore be an advantage to prospective applicants.

**Further details may be obtained by application to:**
**Spalding Youth Training Agency Ltd**
**P O Building**
**Sheepmarket**
**Spalding**
**Lincs PE11 1HN**

(9189)

## DURHAM COUNTY COUNCIL

## POSTS OF DISTRICT EDUCATIONAL PSYCHOLOGIST (3)

Applications are invited from fully qualified educational psychologists for three posts in the County Psychological Service.

The successful applicants will join a well established team of 18 educational psychologists and the positions include responsibilities for pre-school children, work in a comprehensive child guidance team network, in hospitals and in schools.

Much of the work undertaken will include collaboration with colleagues in the District Health Authorities within the County and with officers in both the Education and Social Services Departments of the Authority.

Commencing salary for fully qualified officers dependent upon experience but not less than £11,352–£14,253.

**Further particulars and form of application (to be returned by 26th March, 1984) from:**

**The Director of Education**
**County Hall**
**Durham**
**on receipt of a stamped addressed envelope.**

(9194)

*Education Department*

## Educational Psychologists (3 Posts)

**Salary Range: £8,454–£14,253 p.a. (age related)**

Available, from 1st September, 1984 as part of the Authority's response to the 1981 Act.

Applicants are required to have an honours degree in Psychology (or equivalent), a post graduate teaching certificate, a minimum of two years teaching experience and post-graduate training in Educational Psychology at a recognised training establishment. Informal enquiries may be made by telephone to the Principal Educational Psychologist, Neil Lygo-Baker, on Aylesbury (0296) 5000, Ext. 8231.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. Closing date for applications 17 days from the appearance of this advertisement.

## Educational Psychologist

£13,188–£14,253 – to join an existing team of six psychologists and seven counsellors. The terms of the post are flexible in that some or even all of the successful applicant's role will be to provide a broad service to a group of schools in Dudley. However, we would particularly welcome applications from psychologists interested in specialising in the development and co-ordination of assessment facilities and support services for pre-school age children.

*Further details from Mr. R. A. Blakey, Principal Educational Psychologist, (Dudley 55433, Ext. 4300), from whom application forms can also be obtained at 25, St. James's Road, Dudley, West Midlands. Closing date 16th March.*

DUDLEY Metropolitan Borough

Education
School Psychological Service

## Educational Psychologist

**(5 Posts)**
**Southbury Main Scale Points 6–22**
**£8,454–£14,253 p.a.**

Fully qualified Educational Psychologists are required for these posts which will be available from September 1984. These posts are additional to the establishment to meet increased demands arising from the Education Act, 1981. The posts will be available in all of the 8 Educational Districts of Nottinghamshire with several posts having half time appointment to two adjacent districts. The successful candidates (male or female) will work under the general supervision of a Senior Educational Psychologist and in collaboration with a team of Educational Psychologists, Peripatetic Remedial, Teachers, Social Workers and Teacher Parent Counsellors.

Re-location expenses where appropriate.

Informal enquiries to I. Grover, Principal Educational Psychologist, tel. Nottingham (0602) 835823 ext. 2638. Application forms and further details available from the Divisional Administration (ref A12/146) at County Hall. Closing date: 21st March. (9214)

*An Equal Opportunity Employer*

Nottinghamshire County Council



## CITY OF SHEFFIELD

## WOMEN'S TECHNOLOGY TRAINING WORKSHOP

Sheffield City Council Employment Department has set up a Training Company to sponsor and oversee new developments in the field of training in the City.

The first project is the Women's Technology Training Workshop offering training in micro-electronics and computing to women over the age of 25.

The workshop caters specifically for the needs of women who have never worked, who wish to return to work after raising a family, who are unemployed or threatened with unemployment. There will be no formal entry qualification for the course, and trainees will receive an allowance for child care expenses.

We wish to provide support, encouragement and good quality instruction in a co-operative atmosphere. We have received designation for exemption from the Sex Discrimination Act, in order to take such positive action in training.

The Workshop will open to trainees in March 1984.

To complete the team of eight staff, we still need:-

## ELECTRONICS TUTOR

**£9,363 p.a.**

To work with small groups of women to provide education and training in the following areas:-

basic electronics, electronic assembly and maintenance, testing of assemblies, design of devices and circuitry, digital electronics and micro-processor programming.

Women who wish to apply should have an up-to-date knowledge and experience of modern micro-electronic devices including digital logic circuits and micro-processors; printed circuits and the ability to design, construct, test and fault-find all the above.

1984 graduates are welcome to apply.

Provision for day release could be made for suitable applicants.

APPLICATION FORMS AND FURTHER DETAILS FROM CO-ORDINATOR, WOMEN'S TECHNOLOGY TRAINING WORKSHOP, TRI TECH. THOMAS STREET, SHEFFIELD S1 4LE. TEL: 0742-756297. CLOSING DATE 31st MARCH.

Sheffield City Council is an equal Opportunities Employer.

(2443)

## Ealing

EDUCATION SERVICE

## ADVISORY TEACHER

**Scale 4**
**Asian Languages**

Required for April 1984, an Advisory Teacher for Asian Languages.

Applicants should possess good and varied teaching experience and appropriate academic qualifications. A good understanding of modern techniques in language teaching and of the learning needs of bi-lingual pupils will be expected of successful candidate.

1987 London Allowance.

**Application forms (SAE) and further details from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing W5 3SU, to be returned by Monday 19th March 1984.**

(9160)

## Internal Co-ordinator

## Acornsoft Home Education

REQUIRED URGENTLY – Someone with educational experience to join the Home Education Section of Acornsoft. Must be committed to this area of learning and be an effective communicator both verbally and in writing. Familiarity with the BBC and/or Electron computers and the ability to type is essential. Writers, rather than programmers, should apply. Please submit a c.v. and a very brief letter of application which should include:

1. A description of at least one educational software package that has impressed you, and 2. Your firm views on the following subjects:

- Computers as teaching machines
- The presentation of education software
- Approaches to learning in schools and the home

The successful candidate will be based in the Acornsoft offices in Cambridge. She/he will be fairly young, very well organised and prepared, occasionally, to make working trips outside normal office hours.

Applications should be sent to: Mr D. M. S. Clark, Acornsoft Limited, Fulbourn Road, Cherry Hinton, Cambridge CB1 4JN.

ACORNSOFT

MISCELLANEOUS continued

### OXFORDSHIRE

Exercise Instructor and Instructress required for health club (Oxford or Cheltenham).

Applicants must have a degree qualification which is and practical knowledge of exercise. Previous experience of using weights and machines, and some knowledge of diet and nutrition would be advantageous.

The position involves responsibility for the design and supervision of personal exercise programmes for our members and some administrative duties.

This is an excellent opportunity for applicants with a strong personality and enthusiasm to be involved with this developing company in the rapidly expanding field of commercial health clubs.

Excellent starting salary and career prospects.

Contact Mike Howarth on 0865 742474. (57361) 660000

## Outdoor Education

BRYN DU LLANBERIS

THE CENTRE FOR MOUNTAIN ADVENTURES IN SNOWDONIA

Mountain, Woodland Coastal, Water Adventure & Environmental Activities.

Mountain Ventures Ltd, Brecon House, Greenhill Road, Liverpool L18 7EQ. Tel: 051-724 2732. (56097) 660000

CORNWALL

Superbly appointed student field study activity centre. Tel: 0579 62389. (58463) 660000

MINERVA OUTDOOR VENTURES specialists in courses for Schools and Rhonnor Test Centre. Write to: 1GB. Tel: 0639 730737. (57656) 660000

DEVON

SKERN LODGE OUTDOOR ADVENTURE CENTRE. 'Enjoyment and Learning through Adventure'. Multi-activity specialist courses and on field courses. (57656) 660000

THE BEST: people, activities, equipment AND value with from 1 to 7 free places. Phone MARTIN or ANDY on 03373 5893 or write S.L. Appledore, Bideford, N. Devon EX39 1NG. (56456) 660000

DORSET

Poole and Dorset Adventure Centre require an Instructor for twelve months to work with from 12 to 18 year olds. Phone MARTIN or ANDY on 03373 5893 or write S.L. Appledore, Bideford, N. Devon EX39 1NG. (56456) 660000

SUMMER TEACHING JOBS IN AMERICA. Work on U.S. Children's summer camps, June to August. See ad. under Holidays and Accommodation. (54053) 660000

### NORTH WALES

Sailing/Canoeing Instructor required late March - September 1984. Christian Centre in North Wales. Must be qualified/experienced.

For further information write to: Robin Addinall, The Ranch Adventure Centre, Llas Llanberis, Gwynedd LL55 4SB. Tel: 02866 383 358. (57508) 660000

### NORTH YORKSHIRE

NEWTON HOUSE FIELD CENTRE
Spaxton, Whitby
0947 810329

Groups up to 60. Fully residential, or Central Meeting Tutors available. Personal supervision. Ideal for more remote groups.

Brochure on request. (60031) 660000

### NORWAY

Mature outdoor leaders of both sexes required with MLC qualifications and possible rescue experience for 6 week expedition to Norway for 17 - 20 year olds this summer. Apply: BSES, at 1KGS, 1 Kensington Gore, London SW7. (57734) 660000

### SOMERSET

MILL ON THE BRUE
Activity holiday centre at lovely old farm, with working watermill. Ideal for historical, ecological and rural studies. Use of grass skis and fishing & shooting gear. Bikes with grass track, raft-ing, pony riding, overnight camp. Farm animals to feed and care for. Cooking arranged. 30 children during day, sleep in farmhouse & miller's cottage. Weekends & 2 days (Mon - Fri) available May - July. Self catering or full board.

Mrs. T. T. Mill, Brutton, Shipton, Gants Hill, Somerset TA11 7PA. (0749 881) 3589 or 3307). (57761) 660000

### SOUTH DEVON

COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field Course, Outdoor Pursuits - Coastal and Moorland. Comfortable, comprehensive facilities, good food, licensed bar. Free previsit weekends. Contact: Course Manager, Tel: 054-853 287. (53253) 660000

SUMMER SCHOOLS
SPORTS AND OUTDOOR ACTIVITIES

TEMPORARY MANAGERS

POL provides a vast range of active residential holidays during July and August for young people aged 17 - 25. Manager organises the staff and cars for the guests.

Full details and application form from Phil Hinton, POL Young Adventure Ltd., 895 Station St., Rose on Wye, Herefordshire HR9 7AE. Tel: (0989) 84311. (50841) 660000

### WORK IN LEISURE

POL offer opportunities to work with children or families for long or short periods as activity (outdoor sports, creative) instructors, Group Leaders, or in a wide range of supporting domestic and administrative roles at residential activity centres throughout the U.K. and non-residential centre in London.

Brochure and application form from Personnel, POL Young Adventure, 895 Station St., Rose on Wye, HR9 7AE. Tel: (0989) 84311. (50841) 660000

## English as a Foreign Language

TEFL required Sept. as resident Housemaster to run new boarding house for up to 60 children aged 9 - 16. Young, inexperienced enthusiast required.

Apply with CV and photograph to Mulind House, Shaftesbury, Dorset. (60976) 700000

The HEALTH EDUCATION COUNCIL, which is responsible for the development and promotion of health education activities in England, Wales and Northern Ireland requires an

## Assistant Education Officer

**(School & Further Education)**

to be available from 1st September, 1984.

Applications for this challenging post within an expanding section of the Council are invited from qualified graduate teachers and FE lecturers with experience in primary, secondary or tertiary education in a relevant subject area.

The successful applicant will assist with the management of the HEC's curriculum development programme, worth approximately £1.5 million annually.

The post is graded Senior Officer I and the salary will be within the range £10,251–£10,851 p.a. (incl.). Council staff are members of the NHS Pension Scheme. The post will be based in London but applicants should be prepared to travel widely throughout England, Wales and Northern Ireland.

Further details and an application form which should be returned by 19th March, 1984 may be obtained by writing to:
**Mr T. J. Cartwright MA**
**Assistant Secretary: Personnel & Administration**
**The Health Education Council**
**78 New Oxford Street**
**London WC1A 1AH**

HEALTH EDUCATION COUNCIL

## c.£8,500
## BASED IN HASTINGS

Our policy of career development places particular emphasis on training. This includes both technical training relevant to the industry and training to develop management supervisory, communications, selling and other skills.

The continued growth of the Company with the launch of franchising, and the need to put fully trained outside sales consultants on the road in 1984, and our continuing commitment to Government sponsored training initiatives like Youth Training Scheme has created the need for a bright young professional to assist the Group Training Officer and co-ordinate our work in this area.

The successful candidate is likely to be aged between 25-35 and had at least 5 to 10 years experience within the travel industry with appropriate qualifications. Good communication skills, personality and administrative experience is essential and some course lecturing experience would be an advantage.

We offer excellent working conditions, use of pool Company car, 4 weeks annual leave and generous holiday concessions.

Please apply in writing stating experience and qualifications to:-
Mrs. Jane Widdrington,
Exchange Travel (Holidays) Ltd.,
Exchange House, 68 Parker Road,
Hastings, E. Sussex TN34 3UB.
Tel 0424 - 423571

Exchange — A GOOD NAME IN TRAVEL 1890

## Occupational Therapy Aide (Part Time)

**Holloway Prison, London N7**

The post is in a skills training unit, concerned with the needs of mentally or physically disabled women who require therapy before they can start to train for useful work. Therapy is through the use of Art, Music, Crafts, Dance, Drama and other Creative Activities and we are now looking for staff in the arts and crafts field to assist the instructor in charge of the unit in this work. Duties are mainly instructional, but also involve attending meetings and helping with general administration. The post is part time, working 18 hours per week.

Applicants must have qualifications and skills in the subjects taught. Teaching or instructional experience with disturbed people is not essential, but the ability to form good personal relationships is of the utmost importance.

As a part time Occupational Therapy Aide (CIO4) working 18 hours per week net, your salary will start from £3,708 per annum including allowances (pro rata to full time salary scale). Annual leave allowance will be pro-rata to the full time allowance.

For further information and an application form, please write to: The Home Office (TMR2), FREEPOST, London SW1V 1YZ (no stamp required). Closing date for applications: 16th March 1984.

(9439)

H.M. Prison Service
A Service for Society

# COURSES FOR SERVING TEACHERS

## FULL-TIME

**Diploma in Professional Studies in Education: Reading Studies**
1 year Full-time Study (September, 1984). Also available Part-time (CNAA – validated)

**Diploma in Professional Studies in Education: Severe Handicap**
1 year Full-time Study (September, 1984). (CNAA – validated)

**Advanced Certificate in Computing Across the Curriculum**
1 term Full-time Study (April, 1984; September, 1984; January, 1985; April, 1985). (DES – approved)

**School Teacher Fellowships**
1 term Full-time Study (September, 1984). (DES – approved)

## PART-TIME

**In-service BEd or BEd (Hons)**
3 years Part-time Study (September, 1984). (CNAA – validated)

**Postgraduate Diploma/MSc (Education Management: Primary)**
2/3 years Part-time Study (September, 1984). (CNAA – validated)

**For further details and application forms, contact Iain Smith, Head of In-services Education and Research, Crewe + Alsager College of Higher Education, Alsager, Cheshire ST7 2HL. Tel: Alsager (093 63) 3231, Ext. 289).** (2437)

Crewe+Alsager College of Higher Education
On course for a brighter future

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Athrofa Gogledd-dd Cymru
The North Wales Institute of higher education

**Diploma in the Education of the 14–19 Age Group**
(UNIVERSITY OF WALES)

Applications are now invited for this course commencing September 1984. This course is intended to give those professionally concerned with this age group, the opportunity to examine present trends, initiatives and alternatives on offer and the practice associated with them. The course incorporates a placement in the youth/community work field. Early experience with the age group (teachers, F.E. staff, career officers, youth leaders).

For application forms and further details, write to: Mr W G Edmunds, North East Wales Institute of higher education, Deeside, Chester CH5 4BR. Tel: Deeside 817531

Closing Date: 30 March 1984. (2009)

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# DEPUTY HEADTEACHERS

THE MANAGEMENT OF PRIMARY SCHOOLS

A National Residential Course
8th–13th July 1984

University of Nottingham

Further Information from:
Mrs Patricia D. Hughes

School of Education
University of Nottingham
Nottingham NG7 2RD
Tel: (0602) 506101, Ext. 2423

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## E.F.L.
continued

**KENT**

Easter/Summer teaching. Young teachers of exceptional all-round ability, 25 plus, drivers, to teach English from age children on residential courses in SE. Immediately require 4 to 21 April £350 all found. Summer periods of 3/4 weeks mid July - end August. Send c.v., availability, large S.A.E. s.a.e. to: Mr J.M.N. Horwood, M.A., KLAC (TES), 13 Ethelbert Road, Canterbury, Kent. (37691) 700000

**KENT**

Temporary EFL Teacher required for April DIP RSA or similar.

Minimum 2 yrs. exp. German schools exp. useful. Aged approx. 25 - 35 yrs.

Apply in writing encl. cv Director of Studies, King's School of English, 25 Beckenham Rd., Beckenham, Kent. (60879) 700000

**KENT**

ANGLIAN SCHOOL OF ENGLISH (Recognised by the British Council) wishes to appoint teachers for the summer period (late to early September). One teacher may be required earlier (to begin April/May). Possible extension to permanent contract. Small multi-national adult classes. Serious professional atmosphere. Written contract. Salary around £105 per week. Interviews will be held in mid-April.

Applications (photograph helpful but not essential) are invited from qualified and experienced teachers. Please state earliest availability.

Write with full c.v. and names of 2 referees in Britain to: Mr. N. Radford, Anglian School of English, 8a Norfolk Road, Cliftonville, St. Margate, Kent CT9 2HX. (37503) 700000

**BOURNEMOUTH**

RSA COURSES at ITEC

In response to demand, International Teacher Training Centre, Bournemouth, is running an additional RSA Preparatory Course from 9th April to 4th May.

Read Bournemouth' and ITEC at Tel: (0202) 553337. (609851) 700000

**CHESHIRE**

THE NAI CLASSES FOR TEACHERS OF EFL

Forthcoming one-week intensive series. Commencing April 30th in Manchester Chester. Commencing June 18th, at April, plus Sheffield, Edinburgh, Cambridge.

Details: Education Officer, Nord-Anglia International, 48 Fog Lane, Manchester M20 6AR. Tel: 061-445 1138. (54406) 700000

## English as a Second Language

**EALING**

LONDON BOROUGH EDUCATION SERVICE ADVISORY TEACHER SCALE 2 – ASIAN LANGUAGES
Required for April.

For further details see display advert. under "miscellaneous page". (57628) 710000

## Appointments Wanted

**HEADMISTRESS,** (59) retiring last spring seeks part time work, within easy reach of Bath. Special Subjects: Mathematics/French teaching to 'O' level or administration work preferred. Not anything suitable considered. Write Box No TES 00186, Priory House, St Johns Lane, EC1M 4BX. (54923) 740000

**OXFORD ARTS GRAD.** 50 years experience in teaching and admin., seeks part time work, central or West London. Write Box No. TES 00135, Priory House, St. Johns Lane, EC1M 4BX. (57824) 720000

## Education Courses

**LONDON**

Weekend and Weekly Acting Courses March and August. Theatre in Kensington.
Full Brochure Tel: 01-946 0141. (57819) 760000

**KENT**

COUNTY COUNCIL

PRELIMINARY CERTIFICATE IN TEFL

LICENTIATE DIPLOMA IN TESOL (LCTL)

DIPLOMA IN TESP (Dip. TESP)

A combination of Distance Learning followed by Residential Course for teachers or graduates listed above. Distance no problem.

Write for details to: The Registrar, Mr. Peter Heath, Eaton Hall International, Retford, Nottinghamshire DN22 0PD. Tel: 700000 706441. (60419)

**OXFORD**

THE CENTRE FOR ENGLISH STUDIES
Oxford
Requires a Deputy Principal (can start April/May). Must have P.G.C.E. Dip. TESOL or teach TEFL for approximately half a timetable and be responsible for academic matters. Salary £7,000 p.a.
Apply with c.v. to Principal, The Centre for English Studies, Westminster House, Oxford OX2 0NW. (57788) 700000

**TEFL**
SUMMER SCHOOLS

POL run sport and activity holidays for children and young people at venues throughout the U.K.

We require enthusiastic and adaptable staff (qualifications/experience preferred) to teach overseas guests during July and August.

All posts are residential and also involve a contribution towards the social programme, e.g. excursions, sports and expeditions.

Further details and application form from:
Gill Binter, POL Young Adventure Ltd., 24 Greenhill Street, Hereford HR1 2QW. Tel: (0432) 51611. 700000

**WORCESTERSHIRE**

ENGLISH (S.E.L.)

Required for September 1984 to teach English to Adult Students in Evening Classes in Kidderminster, Whitehead Road and Worcester.

Apply with full C.V. and names of referees to Headmaster, Kidderminster Technical College, Bromsgrove Road, Kidderminster, Worcs. (60683) 700000

**OXFORD**

THE TEACHER EXCHANGE
Oxford
Requires a Deputy Principal (can start April/May). Must have P.G.C.E. Dip. TESOL or teach TEFL for approximately half a timetable and be responsible for academic matters. Salary £7,000 p.a.
Apply with c.v. to Principal, The Centre for English Studies, Westminster House, Oxford OX2 0NW. (57788) 700000

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Apply with full C.V. and names of referees to Headmaster, Kidderminster Technical College, Bromsgrove Road, Kidderminster, Worcs. (60683) 700000

**EFL TEACHERS**
A course to improve your teaching skills. Tel: 700000 College (0273) 24503.

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Spain (Madrid)
JULY 1984
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SUMMER 1984
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EASTER 1984
Italy - Rome

Information and application forms from: Teacher Exchange Department - Courses Section (TES 8), Central Bureau for Education Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (53244) 760000

EFL TEACHERS – IMPROVE YOUR PROSPECTS
ENGLISH FOR BUSINESS PURPOSES

A one-week residential Seminar for teachers with at least 2 years EFL experience, held at Kent University, Canterbury, April 1 - April 5.

Workshops on materials design and EST techniques.

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Home tutors required throughout Great Britain. Personal Tutors (T.E.S.), Chester House, Chandos Place, Chester. Tel: (0244) 28404 (24 hours). (61700) 770000

**LONDON**

PART-TIME Maths Physics, Accountancy & Business Studies tutors wanted for up to A level teaching. Weekend, eve. work; must be prepared to travel from Greater London. Qualified applicants living in Greater London should with full c.v. to PRIVATE TUTORS, 4 Russell Gardens, London W14 8EY. (57420) 770000

**OXFORD**

TUTORS IN ALL SUBJECTS

Tutors in all subjects needed by large tutorial organisation in Oxford area. Must be very experienced with G.C.E. 'A' and 'O' level pupils, students, able to offer either individual or group tuition (both an advantage).

Tutors able to work from their own home with one or two students at a time are of particular interest.

We can offer challenging students, excellent facilities and high rates of payment.

Please apply in writing, enclose a complete c.v. to Box No. TES 00131, Priory House, St John's Lane, EC1M 4BX. (57803) 770000

PHILOSOPHY by correspondence for Lond. Univ. ext. B.A. etc.
Verulam Institute, Chichester. 0243 785863. (66512) 770000

## Personal Announcements

**ALTERNATIVES** for teachers, full-time/part-time. Experienced organisers. Tel: 01-836 7919.

In Radio! Careers in TV! Careers in Writing & Publishing £1.75 each. All limited £4.00. Special offer three £4.00. Hamilton House Publishing, Brixworth, Northampton. (57757) 800000

**BANK LOANS/MORTGAGES** £500 - £50,000 for homeowners/teachers. Any purpose. Tax relief on home improvements. Fast decisions. Write for details. Confidential. EPS Loans, 188 Park Road, Kettering, Northants. Kettering (0536) 20173 (Evenings 28169). (57804) 800000

**BOOKFINDING SERVICE.** Titles 1 - 3 AAS to Tailgate Bookesearch(TT), 42 Kenilworth St., Kenilworth CV8 2GG. (3154) 800000



## PERSONAL
continued

**GET THAT JOB!** Comprehensive manual on secrets and methods of successful job hunting. Money back guarantee. Cheque £5.50 to 'CAREER SERVICES', Freepost, Nottingham NG1 1BR. (54648) 800000

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**IMMEDIATE MORTGAGES** up to 90% of income; top-ups to 100%! Re-mortgages for homeowners; loans (money in advance). Hometown 01-446 8481. (16128) 800000

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**MAKE THIS THE YEAR YOU LEARN TO WRITE.** Earn money by writing articles or novels. Correspondence courses of the highest quality. Free book from The London School of Journalism (TES), 19 Hertford Street, London W1Y 8BB. Tel: 499 8250. Fully accredited by the C.A.C.C. (37000) 800000

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**NOTTINGHAM GROUP LTD.** 44, St. Peters Gate, Nottingham. Mand. Director, aged 60, retires on the 1st Nov. 1984. He joined the company in November 1984 and has represented the company in all divisions. Special Special Services & Supplies, Electrical equipment in communications, Marine equipment. Business has made tremendous progress. Nottingham Bandmark is well known throughout the U.K. but no where better than where Neil Phillips represented the company. Excellent salary, pension, and staff facilities. Well established and happy company. (37618) 800000

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**YOUR INTERVIEW IN TEACHING.** Many helpful ideas. 192pp. £1.30. New Education Press, 21A Old Ye. WC1. (54240) 800000

**HELP**
for teachers.

1. Produce a Professional-Looking CV for £2.50.

2. Working Abroad £5.00.

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Cheques/Details: AVSO, Dept 23, 6 Bettysmead Rd, Exeter EX4 8LN. (60082)800000

**YOUR DISCIPLINE IN SCHOOL**
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An honest and helpful book. £3.95 post paid.
New Education Press, 21A Old Glouster St., London WC1. (57748) 800000

**WRITE** and sell Children's Stories. Mail tuition. Sales assistance. Free booklet Children's Features, (TES), 57 Manchester Road, Salford, Manchester M3 4DP. (03739) 800000

## For Sale and Wanted

45" 55" and 75" TELEVISIONS by Mitsubishi. Hi-fi, etc. Sensible prices. 081-874 8393. (24 hrs.). (65244) 800000

**CAPCON** (Capitation Control) on Micro. Advantages: Budgets, Accounting, Bank Reconciliation, Commitment, Search, etc.
Details from Galesoft, Zarone Close, Nuneaton CV11 5JP. (37352) 800000

**OUTDOOR PURSUITS** fabrics eg. CoreTex, Cordura and more. Clothing patterns. Also etc. SAE for T8, 6 Ellis Rd., Runcorn, WA7 5QA. (37744) 800000

**SCHOOL DRESSES AND BLOUSES** Reasonable prices. Further details: Serpentine (0326) 800000

**TIES, BADGES, ETC.** Efficiently produced at reasonable prices, established many years, name known all over Britain by combs London Ltd., Box 1, Manchester, Manchester M60 1NY. Tel: 061-792 6888. (08464) 800000

## Holidays and Accommodation

**ADVENTURE HOLIDAYS** 3 weeks Kashmir and Ladakh. Ottoman, Turkey and Black Sea Cycle. Asia Overland. 131 Blenthorne Road, London SW10. Tel: 01-789 5889. (81887) 800000

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BEA MOST COMPUTER WORKSHOPS
Recognition and social networking with worthwhile business contacts.
Full Board £175 (Free Accommodation)
Starting the more for £25
For brochure: Alan Wilson, Dept TES, 1 Wimpole Street, London W1M 7AA. Tel: 01-580 2000 (Ansaphone) 01-636 5757 (Telephone 24 hrs)

**SUMMER TEACHING JOBS IN AMERICA**
US children's summer camps need 100's of sports and crafts counsellors (min age 19/20 to instruct and care for children June to end of August. Return flight and visa, board and lodging plus approx £600 salary. 8 hours weekly working with up to six weeks travel allowance. Unique opportunities for those who like the outdoor life, hard work and who have a genuine love for children.
Interested? Contact: Tim Edwards, BUNAC, 16-20 Barnard Street, London W1. Tel: 637 9447. (2038)

**GITES DE FRANCE** Holiday cottages in Normandy. Free brochure. Tel: 0932 52878. (53585) 800000

**SCHOOL GROUPS** of 6 to 60 in France arranged at any time for stays with individual host-families. Interesting excursions programme and language teaching also available. Loire Valley, Paris, Normandy & La Rochelle. Moderate charges. S.a.e. to Sn Small-le School Groups, Chenus Lane, Aycliffe Village, Co. Durham DL5 6JG. (37773) 800000

*Holiday Employment at Millfield School*

Qualified EFL Teachers required for Summer School, Sunday, 8th July to Friday, 17th August, 1984. Good salary plus free board and accommodation in return for some residential duties. Applications, including CV, two referees and contact telephone number to:
John Davies, Director of Holiday Courses, Millfield School, Street, Somerset. (6187)

**EXCHANGE HOLIDAYS**
In France, Germany or USA
arranged on individual basis for your son/daughter aged 11–18.
Cost from £78
Details from:
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